

ENGLISH FOR ETHIOPIA

DISTANCE MODULE ONE

GRADE 10



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Price: ETB XXX



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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



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Unit One: Population Growth..... 1

1.1 Listening.....	5
1.2 Speaking.....	7
1.2.1 Small Talks: Asking for Opinions.....	7
1.3 Reading	9
1.3.1 Vocabulary : Part I	13
1.3.2 Vocabulary : Part II.....	14
1.3.3 Phrasal Verbs	16
1.4 Grammar	18
1.4.1 Degrees of Comparison.....	19
1.4.2 Simple Present Tense and Present Perfect Tense	23
1.4.3 Using Relative Pronouns.....	26
1.5 Writing	30
1.6 Writing	30
1.6.1 Guided Writing	30
1.6.2 Using Punctuations	32

Unit Two : Travel Behaviours.....34

2.1 Listening: Travelling and Places.....	40
2.2 Speaking: Giving Advice and Warning.....	40
2.3 Reading: Travel Behaviours	43
2.3.1 Vocabulary	46
2.3.2 Phrasal Verbs	47
2.4 Grammar: Simple Past Tense,	49
2.4.1 Simple Past Tense.....	49
2.5 Writing	51
2.5.1 Practising Writing Different Types of Sentences Based on their Structure	51
2.5.2 Summarizing a Text	54
2.5.3 Describing People.....	55
2.5.4 Punctuations.....	57

Unit Three : Punctuality.....61

3.1 Listening: Punctual Students	67
3.1.1 Using “so” and “neither”	71
3.2 Reading	72
3.3 Vocabulary	75
3.3.1 Word Formation.....	76
3.3.2 Phrasal Verbs.....	78
3.4 Grammar	79

3.4.1 Adverbs of Time and Frequency	80
3.4.2 Adverbs of Manner	80
3.4.3 Tense: Reviewing The Simple Present Tense	82
3.4.4 Prepositions	83
3.5 Writing	85
3.5.1 Punctuations.....	85
3.5.2 Writing a Narrative Paragraph	86














Unit Four : Tourist Attraction.....88

4.1 Listening.....	91
4.2 Speaking.....	92
4.2.1 Revision: Expressing Agreement and Disagreement	92
4.2.2 Revision: Giving Opinions.....	93
4.3 Reading	94
4.3.1 Extracting Main Idea from a Paragraph	97
4.3.2 Inference questions	98
4.4 Vocabulary	98
4.5 Grammar	101
4.5.1 Practising Phrasal Verbs with “get”	101
4.6 Grammar	102
4.6.1 Present Continuous Tense.....	104
4.6.2 Using the Indefinite Pronoun “some” and “any”	104
4.6.3 Clauses of Result.....	105
4.7 Writing	107
4.7.1 Report Writing.....	108
4.7.2 Punctuations.....	109

Unit Five : Honey Processing.....112

5.1 Listening.....	115
5.2 Speaking.....	116
5.2.1 Describing Processes	116
5.3 Reading	118
5.4 Vocabulary	121
5.4.1 Phrasal Verbs	123
5.5 Grammar	124
5.5.1 Simple Present Active and Passive Sentences	124
5.5.2 Using “do” and “make”	129

Dear learner: Please study the meaning of the following pictures before you begin to do the activities developed for you in this module.

	an overview of the unit and what the unit is about.
	There is an in-text question to answer or think about in the text.
	take note of or remember an important point.
	there is a checklist
	There is a written assignment
	It is the key to the answers for the self-tests.
	Listening: Listen attentively.
	Viewing: Take time to look at this.
	Reading: Set aside some time for reading.
	Note: Take note of and remember this important information or reminder.
	There is a self-test for you to do
	Speaking
	Writing



If you have questions or need help at any point during this course, contact your tutor/marker

Module Introduction



Dear learner: This module, English for grade ten, is written (developed) to help you learn different major language skills such as listening, speaking, reading, writing and sub-language skills: grammar, vocabulary and punctuations. Its main objective is to enrich your all language skills that enable you to communicate freely under different circumstances. The contents of most lessons have connection with day-to-day life of secondary school students of Ethiopia in general and grade ten students in particular. The areas they cover are related to population growth, travelling in big cities and traffic rules, punctuality, tourism, honey and its medical values and migration.

Module Two includes five units (from unit 6 to 10). Accordingly, unit six deals with migration in Ethiopia. Unit seven is concerned with branding Ethiopia and national identity. In unit eight you will learn about preventing communicable diseases using traditional medicine. Unit nine talks about multilingualism. Unit ten is not only the last unit for Module Two but also the last unit for grade 10 English language course. The unit focuses on digital versus satellite television.

In addition, you will learn about the life skills of the twenty-first century like: creativity, collaboration, honesty, patriotism, volunteerism, digital literacy, etc.

To successfully complete this English language course, you are required to study the two modules for at least 150 hours. Therefore, you need a minimum of 15 hours for each unit. We believe that the various activities presented in the form of in-text-questions, summary writing and check-list exercises will help you increase your English language skills significantly.

Finally, we would like to inform you that the activities in both modules should first be attempted by yourself. Upon the completion of each activity, you can go to the end of each module and refer to the answer keys to check the correctness of your answers. In case, still you find some activities too challenging to understand by yourself, you can find a learner of the same grade in your area, if any, and discuss together and try to minimize difficulties.

The first part of the lesson each unit is listening. To improve this skill, you have different listening activities which give you opportunities to

practise the skill and attain the development that is required of you. The second part is speaking, which is of many benefits in different communicative environments. To this effect, you are provided with a variety of activities which are convenient to practise the different sub-skills of speaking. Here, it is important to advise you that speaking always needs a listener. In your case, however, you do not have a listener who can respond to your speech. To tackle this problem, the activities are designed in such a way that you can think and express your spoken opinions in written form.

The other language skill that has got serious attention is reading. As you know, reading is a core skill in building the personality of a person. Thus, you are given a variety of passages on a variety of titles. Read each of them very carefully and do the activities on the basis of the instructions. One thing to remind you, to improve your reading skill, do not limit yourself to reading only the passages in this module. Develop your habit of reading at any time or place where the situations are convenient for you.

Writing is a language skill which plays important roles in almost all walks of life.

You can improve your writing skills when you first develop interest, make effort in writing different paragraphs or essays without worrying about the mistakes that you are likely to make. In addition, achieving a good writing skill is a matter of practising writing different paragraphs and essays as continuously as possible. The other requirement to improve your writing skill is to have patience and check your progress from time to time. After you have completed writing any paragraph, for example, check the importance of the ideas that you have explained the appropriateness of idea organization, the grammatical clarity of sentences and the appropriate use of different punctuation marks. Hence, most of the activities in this module have been developed in conformity with the above understanding. The other components of writing punctuation marks, capitalizations, and spelling are given important attention. Thus, practise them seriously by doing each activity designed for you in this module



Writing skill, as one of the most important language skills and largely personal, how can you improve or achieve this skill through independent learning?





To learn vocabulary, as a sub-language skill, you are given as a variety of activities for practice in each unit. To this an end, you will find vocabulary lessons that are selected from the listening and the reading texts through a variety of learning strategies. As you understand, vocabulary is the building block or basic element in human communication. You can communicate with sentences that have grammar deficiency but it is difficult to communicate without equipping yourself with sufficient number of vocabularies. Thus, it is your responsibility to increase the size of your vocabulary from day-to-day and use the words that you have learnt in different sentences whenever the situations allow you.

The other language item that you will learn in this module is phrasal verb, the combination of a verb and preposition or particle. Phrasal verbs are important in both spoken and written communication in English. If you have difficulties to understand and/or use phrasal verbs either in your spoken or written communication correctly, it will be difficult for you to communicate in informal language which sounds natural. Phrasal verbs also give strength and taste to the message that you have intended to convey. That is why, when some evaluators give value to spoken or written communications, they consider the correct use of a variety of phrasal verbs as one of the criteria. Hence, learning and practising them meaningfully and extensively will give you the opportunity to correctly use them reasonably and purposefully in both spoken and written communications.

Developing your grammar skills is of several benefits. One of the benefits is that grammar, the correct system of the structure of a sentence, has the influence to determine the clarity of communication. Thus, unless you have knowledge in using appropriately structured sentences, either your listener or reader cannot figure out what you want to say. This in turn leads you to failure in communication.

To learn and improve different language skills, there are different methodologies or strategies that you are advised to use based on the nature of the lessons. Some of them, among others, are asking you different questions that you answer before you begin to practise different language skills using your background knowledge or experience. Second, there are questions that you answer while you are engaged in doing the activities simultaneously. Thirdly, you find questions that you answer after you have completed practising different language skills. Fourthly, you are provided with self-checking activities (exercises) that help you check or assess the

extent to which you have improved the language skill presented for you to learn. Sixth, you apply the strategy known as contextualization especially in understanding the meaning of different words and phrasal verbs. To this effect, there are different activities developed for you in different modes. Their purpose is to give you opportunities to practise different language skills and assess the level of your understanding or progress.

The activities sometimes come before short study notes and another time after them. The purpose of presenting the activities for you before you read and study the notes is to check your level of awareness or background knowledge about the lesson you are going to learn. This will help you increase your interest in learning the language lesson presented for you to learn. The second method (strategy) is giving you the study notes before you begin to practise the activity on a particular language skill. When you use this strategy, you will get basic ideas about the lesson and then it becomes easy for you to do the activity with more confidence. Here, it is important to understand that first learning through your own effort is very important as it helps you check your previous knowledge on the topic and develop self-learning strategies which lead you to think, plan and act in your own way.

Since this programme is fully dependent on self-learning strategy, one of your best companions is your own latest English dictionary either "Advanced Learner English dictionary" or "Contemporary Longman English Dictionary". In addition, try to get the "International Phonetic Alphabet", a sheet of paper on which all the phonetic transcriptions of both English vowels and consonants are written with example words. You can get this chart from the dictionaries mentioned above or from internet. At this junction, it is a must to advise you that having modern English dictionary is mandatory to learn not only English language but also other subjects that you are expected to learn in English. Therefore, using a dictionary when you do different activities regularly is one of the recommended strategies to develop different language skills.

If you have a modern dictionary, you can learn not only the phonetic transcription of a word (how a word is pronounced) but also can you learn the different meanings of a word, how it is pronounced, how it is used in a sentence, its origin, its word class, important grammatical lessons, the parts of different objects that are familiar to you such as bicycle or clothes, abbreviations, etc. Generally, you can get more than twenty-four benefits from a modern dictionary. Hence, even if the price of modern dictionaries is nowadays rising alarmingly, try to have your own by no means.

Module Learning Outcomes

At the end of learning the language lessons in this module, you are expected to be able to:

- ⌘ listen to any spoken source and write important ideas from each paragraph
- ⌘ describe yourself using different expressions where communication in English is important
- ⌘ explain main ideas or details of any text or passage that you read in a few sentences
- ⌘ work out the contextual meanings of words as they are used in different passages
- ⌘ use different phrasal verbs when you speak or write
- ⌘ construct structurally different correct sentences
- ⌘ write the summary of any text which consists of relevant, brief and clear ideas
- ⌘ write different paragraphs of different modes

Module Assessment Methods



Dear learner: your learning progress in each language skill is assessed based on your ability in doing the activities developed for you in each section. For this reason, there are activities developed to help you practise and check the improvement you have made in learning a particular language skill.

You after you have finished doing all the activities in each unit, you will be provided with self-assessment activities in the form of assignments, projects, portfolios. etc. After you have done each activity, you are given answer keys at the end of each unit. You can cross-check your answers against those given by the writer of this module.



Attention: Portfolio is a collection of different notes that you have taken from different sources, assignments you have done etc., and put together in a file or ring binder.

You are expected to read different additional materials, make notes and then put them in in a file and submit to the center module tutor based on the schedule that will be set for you. The other form of assessment is the examination that you take after you have completed learning all the units in the module. You will take this examination based on the schedule (time arrangement) of the responsible individuals who are leading this programme.

Unit One:

Population Growth

Unit Introduction



Dear learner: The focus of this unit is to enhance your listening, speaking, reading, writing and other micro language skills such as vocabulary, phrasal verbs, grammar and punctuations through different written texts which are believed to raise your awareness on the effect of population growth in the world in general and in Ethiopia in particular. In the same way, the first section of the first unit is to listen to the passage entitled, "Population Explosion".



Note that the writer of this module is of the belief that you will be provided with the listening script (passage) which is recorded into Compact Disc (CD) or any other form of electronics.

Before you tune in to your tape-recorder, once go through the pre, while and post listening activities and understand what you are expected to do at each stage. To begin with, look up the meaning of the words that are taken from the passage and study their meaning from your dictionary to avoid your difficulties. Having done this, tune in to your tape-recorder, extract both specific and general items of information that enable you check yourself whether you have understood the specific pieces of information in each paragraph and the central idea of the whole script (passage).

Note:



The second section of the unit is intended to give you opportunity to enhance your speaking skills. To this effect, in this unit, you will learn different expressions that you use when you want to give your opinions on different issues. To achieve this, you are provided with different situations that ask you to give your opinions. Your role will be to read them carefully and give your opinions using the expressions that you have already learnt. Make sure that your opinions need to be supported with convincing justifications (evidences).

The third section of the unit aimed at helping you improve your reading skill. It is intended to give you opportunity to work out the main idea that the passage envisages to convey. In this regard, you will examine the challenges that our world is facing due to an unprecedented growth of population globally and locally. Moreover, you will scan through each paragraph and extract important information. The other type of activity

is to work out the contextual meanings of the selected words from the passage and use them in your everyday verbal communications when/where necessary.

In English, there are different processes/ ways to form words. Now, in this unit, you will learn how different prefixes are used in forming different English words. You might have background information that phrasal verbs (verb+ preposition) are very essential in your verbal (spoken and written communications). Hence, you are going to practise the meaning of different prepositions (particles) that are attached to the verb “fall” with a variety of example sentences and contexts.

Grammar is given due attention in this module due to the fact that it is an essential language sub skill to make communications clear and effective. Thus, in this unit, you are going to learn the uses of different degrees of comparison, simple present tense, present perfect tense and relative pronouns with contextualized activities, example sentences and study notes.

To further improve your writing skills, you will be provided with activities such as sentence completion, sentence connection and appropriate use of punctuation marks. The main punctuation marks that you learn are: period, question mark and exclamation mark, which have important role in constructing clear sentences in writing a good paragraph or essay.

Unit Learning Outcomes

Up on the completion of this unit, you are expected to be able to:

- ⌘ listen to any text and take notes that are relevant, clear and brief
- ⌘ give your own reflections on the whole script
- ⌘ work out the meaning of unfamiliar words contextually from listening text
- ⌘ use the words that you have learnt in the real world when/where the situations demand of you
- ⌘ familiarize yourself with the meaning of a variety of expressions that are essential in giving opinions
- ⌘ give your opinions on different issues or matters using the expressions you have learnt
- ⌘ evaluate the idea of the writer against the Ethiopian context
- ⌘ infer main idea from each paragraph
- ⌘ associate the main ideas in the passage with your day-to-day life.
- ⌘ work out the contextual meanings of different words from the passage

- ⌘ use the words that you have learnt contextually from the above passage in your spoken and written communications
- ⌘ identify the different meanings of the phrasal verbs that begin with the word "fall"
- ⌘ use the phrasal verbs that you learnt either in your spoken or written communications
- ⌘ construct clear sentences in simple present tense when/you speak or write
- ⌘ use different forms of degrees of comparison (simple degree, comparative degree and superlative degree) correctly in different verbal communications
- ⌘ use periods, question mark and exclamation marks correctly in different written texts

Required Study Time: 15 hours

Unit Learning Strategies



Dear learner: In learning listening, in this unit, you are required to develop self-learning strategies such as pre-listening, while-listening and post-listening. Pre-listening is meant for answering questions based on your background knowledge or experience. While reading strategy is a strategy that you use to answer the questions right as you listen to the listening script. Post-listening is a strategy that you answer questions by associating the facts in the passage with the life you are experiencing in the community.

Similarly, before you begin to read the passage, you are expected to answer the three questions on population explosion globally and locally depending on your own experience and observations. Write your answers on a sheet of paper. Doing this will help you think of your own experience and predict what the script is all about. Before you engage yourself into the while listening activities, you will read the questions and try to understand each of them very well. You then tune in to the script and listen to it two times.

As you listen to the script, try to answer each of the questions as rapidly as possible. During the second round reading, try to answer the questions that you could not answer during the first round listening and check the correctness of the answer that you have had doubt about.

At the end of the second listening session, cross-check each of your answer against those given at the end of the unit .One important point that you have to give attention is that be honest to yourself and

evaluate your progress genuinely. The main reason is that on other occasions when you are required to take a listening test, no one will support you to improve your mistakes.

The second section, learning speaking, also requires self-sacrifice and continuous effort accompanied by patience. Thus, to learn the expressions or phrases that you use in your everyday oral communications, first, try to understand their meaning from a dictionary or the notes given to you in each unit. Though you do not have a friend who can discuss with you, try to practise them by writing them in the blank spaces or giving answers to each question in the spaces provided. After you have completed doing the activity, try, as much as possible, to use the expressions whenever/ whenever the situations demand them. Make sure that the best way to improve any language skill is practising repeatedly and learning from mistakes.

Learning reading is often private and independent. The skill is so important for your success in different subjects that must give it serious attention and develop it as best as you can. With regard to the passages given in this module, first, as you have done for the listening lesson, try to look at the pre-reading activities (questions) given before the passage.

Then, try to go through the questions given as while reading activities. After you have done this, go to the passage and read it silently with maximum attention. Having done this, go back to the while -reading activity (questions) and attempt to answer each of them based on the information contained in the passage. If you have difficulty in answering the question, read the specific part of the paragraph that has carried the answer to the question. In the same way, try to work out the meaning of the words that you have never come across before based on their meaning in that particular sentence. After you have done each activity, try to check your answer against the answer- keys given to you at the end of the unit

When you read a passage, to comprehend facts and reflect your view, the skills of skimming and scanning are of great contribution. Skimming is a reading strategy to get the general overview (central idea) of the text. To do this, first identifying key words or phrases is very important. Use skimming to get the important ideas in each paragraph and determine the main idea that represents the whole text. Scanning is a reading strategy that you use to find specific facts. When you scan for specific or detailed pieces of information or facts, try to find out the important ideas that the writer has given emphasis in each paragraph.

Phrasal verbs are essential in your spoken or written communication. They are also difficult to learn as they have a variety meanings. Hence, first, examine how each phrasal verb is used and the meaning it attempts to give. If you cannot understand by doing so, go to your dictionary and work out the special meaning needed in the activity. Then, let you do the activities (exercises) given in the module as carefully as possible. To the end, check your answers against the answer keys given on a separate sheet of paper.

When you plan to learn the grammar lessons in each unit, try to understand the methodology preferred to present the lesson. Study the examples given very carefully and think whether you can produce your own sentences in the same way. Then, go to the notes and study each rule with the examples repeatedly. At the end, do the activities and check your answer against those given by the writer of the module at the end of the unit. Here, note that grammar is better learnt when you mostly read different literatures written in English. Though studying and memorizing the rules has its own contributions, learning from reading, spoken or listening sources is more fruitful.

Writing is also, under most circumstances, personal expression to solve a problem. Hence, to write a good paragraph (group of coherently organized sentences focusing to explain the topic sentence) or essay (group of coherently organized paragraphs focusing to give detailed explanations about the thesis statement), first, ability in writing (constructing) a clear sentence is important. Hence, in this unit, you will learn how to join and complete sentences. To write a good paragraph or essay, ability to construct grammatically correct sentence is not enough. You have to learn additionally the correct use of conjunctions such as: coordinating, correlative and subordinating conjunctions which will be discussed in the unit. Thus, first, let you learn the conjunctions we use to combine sentences for different purposes from the short notes given in the module and then do each activity accordingly. Finally, crosscheck your answers against those given to you at the end of the unit.

1.1 Listening



Section Overview



Dear learner: The focus of this section is to enhance your listening skill focusing on skills that enable you to extract both specific and general information from the passage. Specific information is meant for a strategy that you use to find out important details from each paragraph. General information (gist) is, whereas, a strategy

to determine the general focus of the whole text. You can come up with such fact after you have skimmed through each paragraph in the text. If the text is of one paragraph, your skimming has connection with identifying the topic sentence and your purpose of scanning is to identify the most essential points that can help you get adequate information.

Section Learning Outcomes

At the end of this section, you are expected to be able to:

- ⌘ listen to the passage and extract specific and general information
- ⌘ compare and contrast the threat of population growth with Ethiopian context and suggest any remedial solutions that you think are appropriate



Activity 1.1

Instructions: Dear learner, you are going to listen to the passage. Before you listen to it, answer the following questions using your background knowledge or experience.



Fig. 1: Overpopulated areas in Delhi, Tokyo, Beijing and Lagos

1. What can you say about the population growth and its effect in the countries listed above?
2. In your opinion, is the population in your area increasing or decreasing? Do you have evidence?
3. If the population around your residence is growing, what problems are you facing in your day-to-day life?



NB: For visually impaired students, those of you who do not have such limitation, please give them an account of explanation about congested population in the above cities.

**Activity 1.2**

Instructions: *Dear learner: Now listen to the passage recorded in CD two times and then extract specific information from each paragraph and then write the main ideas in your own words.*

**Activity 1.3**

Instructions: *Dear learner: Answer the questions given below based on the ideas discussed in the passage.*

1. As a student, after you have got few ideas about the population explosions in our world, what do you suggest to different governments to take practical actions?
2. How can you contribute, as a student, to reducing problems connected to population explosion in Ethiopia?

1.2 Speaking**Section Overview**

Under this section, you will learn different expressions that you use to give opinions on different matters or issues in English.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ give your opinions using the expressions you learn here below in small talks and conversations

1.2.1 Small Talks: Asking for Opinions

As you know, it is common to ask and answer questions in everyday human communications. Questions should not always be asked only for the sake of asking. The asker needs to have purpose when she/he decides to ask a question. The respondent also has to think twice and give answers supported by convincing reasons. If you answer a question without sufficient evidence, people do not trust you when you talk to them in the future.



Note: When you give your opinion on different matters or issues, it is compulsory to use the expressions given in the table below:

In my opinion,	I guess that,
as far as I am concerned,	I bet that,
in my view,	I assume that,
As I see it,	I assume that
Personally, I feel that,	I gather that
I would say that,	My impression is that
Speaking personally,	I am sure that
Speaking from my perspective	I'm certain that
	I have a feeling that
	I would argue that
	I would say that



Activity 1.4



Assignment 1

Instructions: *Dear learner: Read the statements given below carefully and then give your own reasonable opinion by writing in the spaces given below. The first one is done as an example for you.*

Example: Several of economists warn that the growth of population will be the most pressing challenge of our world in forthcoming years. What is your opinion?

Opinion: As far as I am concerned/ Speaking from my perspective, I don't have suspicion that our world will face a challenge that is beyond its capacity if the current economic growth and the population growth do not strike the balance.

1. The population experts predict that the Ethiopian population has reached about 120, 000,000. What is your opinion about this growth as compared to the country's economic growth?

2. Once, the World Bank President Robert McNamara said: "Population growth is the gravest issue the world faces. If we do not act, the problem will be solved by famine, riots, insurrection

and war." What is your opinion? Why? What is your opinion?

3. The main cause for immigration of mass of Ethiopians to foreign countries illegally is unplanned population growth in the country. What is your opinion?

4. Population growth does not result in degradation of the environment as long as the citizens are educated and conscious of the contribution of the resources in their environment. What is your opinion?

5. Countries like Japan are currently facing various problems that resulted from under population growth due to different measures that they have been taking to control the growth of their population. What is your opinion?

1.3 Reading



Section Overview



Dear learner: This section of the module, which aimed at developing your reading skill, will first provide you with opportunity to read written texts individually, scan and skim information as quickly as possible, that is, you will find specific information in each paragraph and comprehend the general theme (central idea) of the whole text. Second, you will examine the main points raised in the passage, compare and contrast them with the realities that you are experiencing in your area. Third, you will work out the contextual meanings of the words written in bold and construct your own sentences that enable you further communicate both in speaking and writing.

The other title presented for you to study in this unit is word formation with prefixes. You will learn different prefixes in English and use words with different prefixes correctly for your different communicative purposes. Moreover, you will learn different phrasal verbs that begin with the word "fall" and use them for different communicative purposes.

Section Learning Outcomes

At the end of this section, you are expected to be able to:

- ⌘ examine the pictures and explain the challenges our world is facing due to population explosion globally and locally
- ⌘ work out the contextual meaning of the selected words and use them in your communication where necessary
- ⌘ practise a variety of text attack skills such as skimming, scanning, intensive reading and extracting information.



Activity 1.5

Instructions: Dear learner: *Before you read the passage, try to read the questions given below and write your answers on a piece of paper based on your background knowledge.*

1. Can you describe the most serious problems that Ethiopia is currently facing due to its unplanned population growth?
2. Do you believe that population growth has direct connection with our environment? How?
3. There are experts such as Simon 1988 who say that population growth does not bring as such significant problem if the economy of the country grows consistently? What is your opinion? Why?



Activity 1.6

Instructions: Dear learner: *Now, read the passage given below individually and silently and answer the questions that follow it according to the information therein.*



Fig. 2: population growth & environmental degradation

National and Global Population Growth

1. The unplanned and rapid population growth observed over the last decades in Ethiopia has resulted in a number of challenges and crisis against both human and wild lives. One of the most dominant casualties is severe environmental **degradation** which is responsible for the prevalence of poverty and famine. More often than not, many international reports claim that the alarmingly growing population at an unprecedented rate is negatively affecting the environment in different parts of the country and this degradation is exposing a large number of people to poverty. The fact is that the more a given area is populated, the more the resources in that area are degraded by both the rich and the poor though the frequency and magnitude differ. There is a widely accepted truth that the poor tamper more frequently with the **fauna** and **flora** of the environment while the **devastation** caused by the rich to the environment is higher in scale.
2. Under most circumstances, when the size of the population and the economic growth of a country are not growing evenly, poverty-stricken people tend to overuse every resource available to them as **their** survival is endangered. When the situations become worse and worse, it is a must for many citizens to **immigrate**. In addition to the above anthropogenic damages, other factors such as lack of material resources, inadequate loans and **subsidies**, illiteracy and lack of awareness and consciousness impinge seriously upon the environment. Thus, since uncontrolled population growth is the main threat to the environmental convenience and comfortability to both human and wild lives, a positive change in attitude towards the environment is needed in order to save the most cherished flora and fauna.
3. Eighty-five percent of the population in Ethiopia lives in rural areas, mainly in the central and northeastern highlands, where population growth and poverty are much higher than in urban areas. As the population in these areas increases more and more, land is deforested and over-farmed. This in turn has brought about less crop production and **subsistent** livelihood. When forests are cleared, the residents must travel farther and farther to find firewood, which is the principal fuel for cooking or sometimes they dry up animals' dung which should have been used as natural fertilizer. The other disaster is soil erosion. When the steep highlands are deforested, their soil can easily be eroded and their fertility to grow crops decreases from time to time. Because of this, many previously habitable lands in these areas have now been transformed into dry lands and deserts. This vicious cycle is **exacerbating** the effects of the droughts in

the country mostly leading to severe and ever more frequent crises. The 2003 famine, for example, affected more than 13 million people of the country and at least 6 million people at an average suffer from permanent food insecurity every year. Of course, as experts in the field argue, the problem is aligned not only with deforestation but also has connection with a small size of arable land that farmers **cultivate** every year. To change the **existing scenario**, the green legacy which is being implemented every year all over the country during rainy seasons, has significant contribution in changing the ecology of the country and agricultural productivity as well.

4. The other effect that results from overpopulation, of course not peculiar to Ethiopia, is the poor state of women's health. If the size of the population and the per capita income of the citizens do not strike the balance, it is difficult for any government to sufficiently supply health facilities to citizens in general and to females in particular. As reports from Save the Children (2004) show, Ethiopia is one of the lowest ranked countries where one out of every 14 women dies from complications during pregnancy and 114 infants pass away in every 1000 live births. Therefore, to stabilize the population growth, increasing girls' education and expanding women's empowerment is one of the highly recommended solutions. In this regard, we all know that the current Ethiopian government is taking practical measure, though not sufficient, in raising up the ratio of females officials ranging from lower to higher levels of responsibilities in different governmental offices. **This kind of attitudinal change** is believed to have **substantial** contribution in controlling the unplanned population growth. Generally, despite the challenges Ethiopia is facing from both human and nature, there are attempts to incorporate population, health, and environment issues into the country's poverty reduction strategies.
5. Globally, over the last hundreds of thousands years, the world population has grown to one billion then in just the next two-hundred years or so, it grew sevenfold. In 2011, the global population reached the seven billion mark and today it stands at about 9.4 billion. This dramatic growth has been driven largely by increasing numbers of people surviving to reproductive age and has been accompanied by major changes in fertility rates, increasing urbanization and accelerating migration. The effect of population growth is **detrimental** as long as the economy of a country is incapable of providing the citizens with convenient environment that guarantees potable and clean water, good accommodation, decent clothing, hygienic food, conducive housing and even pure air. In short, a growing population needs

a growing economy. It is crystal clear that there is no way people can live conveniently and comfortably in the environment without **tampering** with it. Hence, it is a must to comply with the principles of environmental management within the ambit of conservation, preservation, rehabilitation and sustainability.

1. How can population growth, environmental degradation and poverty integrate and affect human life?
2. Why the people in the northeast highland areas in Ethiopia are highly exposed to draught and famine repeatedly?
3. How do the rich and the poor contribute to the degradation of the environment?
4. How can humans protect the damage against animals and plants?
5. How does women's education and health affect the population growth? Why women are in focus?



Activity 1.7

Instructions: Dear learner: Use the information you have got from the reading passage and/or your background knowledge and answer the questions given below and write your answers in full sentences into your notebook.

1. Write the main idea of each paragraph in a complete sentence.
2. Would you briefly describe the problems that you have observed due to population growth in the area where you are currently living?
3. Do you think that you have your own contributions in solving those problems connected to population growth? How?

1.3.1 Vocabulary : Part I



Activity 1.8

Instructions: Dear learner: Match the words taken from the above passage and written at the left hand side with their contextual meanings given at the right hand side.

<u>"A"</u>	<u>"B"</u>
1. immigrate (par1)	A. leaving ones country and settling in another country
2. degradation (par 1)	B. money paid by the government or organization to reduce prices
3. devastation (par1)	C. all plants life in a particular region or period
4. fauna (par1)	D. all animals' life in a particular region or period
5. flora (par1)	E. the state of being destroyed
6. subsidies (par1)	F. changing to lower state

1.3.2 Vocabulary : Part II



Activity 1.9

Instructions: Dear learner: *Look up each of the words given below in paragraphs 2, 3 and 4 and then write their contextual meanings as they are used in the passage.*

1. subsistent (par 2) _____
2. exacerbating (par 2) _____
3. cultivate (par 2) _____
4. substantial (par 3) _____
5. detrimental (par 4) _____
6. tampering (par 4) _____

Word Formation

Using prefixes to form words

Section Overview



Dear learner: Under this section is a lesson that helps you learn how words in English are formed using different prefixes. When you are familiar with such word formation process, you can easily work out the meaning of some words without referring to a dictionary. In addition, you use any word with its correct form of prefix so that you reduce confusion in your communications.

Section Learning Outcomes

Dear learner: Up on the completion of learning the appropriate use of prefixes, you will be able to:

- ⌘ familiarize yourself with different types of prefixes and use them correctly to form different words that you can use in different sentences
- ⌘ guess the meaning of a word from spoken or written sources by breaking it into its prefix and root word.

**Activity 1.10**

Instructions: Dear learner: *Based on your reading experience, referring to books or other sources, define what a prefix is and then try to list down as many prefixes that you have come across as possible.*

**Activity 1.11**

Instructions: Dear learner: *Write words that go with the prefixes: anti, im, in, re, dis, auto and co. The first one is done as an example for you*

Example: mature (reaching a full stage of growth)

Immature (not reaching the full stage of growth)

**Activity 1.12**

Instructions: Dear learner: *Look at the words written in bold in the dialogue below. Identify the prefix and explain its meaning individually*

Kia: Your paragraph is interesting but there are sentences that you have included without a clear purpose. You have also used **incomplete** sentences which do not make sense; moreover, there are **overused** words which can reduce the interest of your reader.

Yenu: Thank you for your interesting and **indispensable** comments. I know that you always write very good paragraphs and attain the highest mark in our class. Would you give me further comments that help me write well developed paragraphs?

Kia: When you decide to write a paragraph, first plan what and how you want to write, second, prepare an outline which gives you direction where your focus is. Third, write out your first draft without worrying much about the errors that you are likely to make. Fourth, do serious editing on the content, organization of ideas, language use and mechanics. Fifth, rewrite the final draft of your paragraph considering the editing you have done.

Yenu: Thank you for your valuable comments once again. You are correct. I hadn't had the ideas you have given me before I wrote my paragraph. In the paragraph I had given you for comments, there were not only the problems you mentioned but also I had found out **misspelt** words which would create confusion to my readers. I could detect them after I had given it to you for comments.

Kia: Oh, that is awesome. You see, it is **impossible** at all to be absolutely free from errors either when we write or speak. The main thing is readiness to learn from others and improve oneself from time to time. Now, do you have time to improve your paragraph based on the comments I have given you?

Yenu: Certainly, I don't have much time but I should accept your comments and do my level best to write a better paragraph. I had never found out any **irrelevant** comment. All of them were convincing and constructive. As I have learnt from your comments, first, I have to **preplan** what I ought to include into my paragraph. During the second step, I should **re-arrange** the sentences into their coherent order, include relevant ideas and write the first draft. At the third step, I need to do editing and finally I have to consider the editing I had carried out and re-write the final draft. Am I correct or **incorrect**?

Kia: You are correct. That is interesting. You see, it is **unthinkable** to improve one's knowledge unless there is willingness to learn from each other. Now, in my opinion, if you follow the steps I have suggested to you, you can join the **disconnected** sentences in your paragraph with the correct devices, enrich the content, check your language use and increase its quality.



Study Notes

A prefix is a word part that is placed before the root word. Most commonly used prefixes in English are: **re, in, im, dis, un, mis, co, none, pro, super, hyper, circum, auto** and the like. A prefix usually changes the meaning of the root word. For clarity, look at the following examples: take and **intake**, tension and **hypertension**

1.3.3 Phrasal Verbs

Section Overview



This section is basically intended to give you opportunities to identify the different prepositions that can be attached to the verb "fall" and learn their meaning with the help of different example sentences and contextualized activities. Understanding the forms and meanings of such phrasal verb helps you use them in different sentences when the situation demands them.

Section Learning Outcomes

At the end of this section, you are expected to be able to:

- ⌘ list out those prepositions that can be attached to the word “fall” and learn their specific meanings based on the context they are used in each sentence
- ⌘ use the different phrasal verbs formed with the verb “fall” and different prepositions in different informal communications when/where necessary



Activity 1.13

Instructions: Dear learner: First define what phrasal verbs are, list out those you have already been familiar with and then construct meaningful sentences using few of them.

Example: fall to-----begin

No sooner had the children fallen to eat their lunch than their mother put it on the dining table.



Activity 1.14

Instructions: Dear learner: Read each sentence given below carefully, work out the contextual meaning of each phrasal verb given in bold and then write it in your notebook. The first one is done as an example for you.

Example: Kedija always calls Hamid's name amidst any of her discussions with her friends; I think she has fallen in his love. (Meaning, she loves him from the depth of her heart)

1. The chair was so old that it **fell apart** when Zeberga sat on it.
2. Is there an Ethiopian who does not **fall apart** if an enemy manages to take over a piece of land from its territory?
3. When generals think that victory at war front is difficult, they order their soldiers to **fall back**.
4. Provided that I have no access to print books in the library, I have internet resources to **fall back** on.
5. If you **fall behind** on your research work, it is impossible to graduate from any Ethiopian university.
6. The dramatist has **fallen down** on the ground in the middle of the play as he has a splitting-head ache.
7. When you **fall for** someone, it is difficult for you to stop thinking about him/her.
8. If lies are told repeatedly, several people **fall for** them without requesting for justifications.
9. When Sumoro had beaten the stem of the tree with a long stick,

many of the fruits **fell off** the branches.

10 Amajo had bought avocados and put them into a plastic bag. When he got off the bus, all of them **fell out** of the bag as it has had wide holes that he had not recognized.

11 Those friends whose relationships are founded on benefits often **fall out** when their income reduces due to different reasons

12 I want to travel to Russia to visit their vibrant cultures but my plan **fell through** for I have not yet produced a visa.



Short Note

Phrasal verbs are expressions made up of verbs and prepositions. They are important in both spoken and written English since they give strength to the message. Notice that most phrasal verbs have different shades of meaning. Though studying and understanding each meaning is difficult, you need to study the most frequently used and use them in your verbal communications wherever or whenever the situations require them.

1.4 Grammar

Section Overview



Dear learner: This section provides you with grammar lessons that focus on the use of degrees of comparisons, simple present tense, present perfect tense and relative pronouns. The lessons are presented in such a way that you learn the three forms of comparisons independently based on different example sentences and contextualized activities given to further enhance your understanding. At the end of the activities are short study notes that can help you understand each grammar lesson further.

The second part of your grammar lesson is on simple present tense. This tense has lots of uses. Accordingly, you will learn its different uses with the help of different examples and contextualized activities.

The third part of the grammar lesson deals with the use of relative pronouns such as “who”, “which”, “whom”, “that” “whose”, “when” and “where”. In learning this lesson also you will have a variety of activities for practice accompanied by short notes which will help you further understand the lessons.

The fourth part of the grammar lesson is the use of “must” “should”, “ought to”, “had better” to give advice and orders (commands). You will learn how to use them in different sentences and apply them in your real life communications when/where they are necessary.

Section Learning Outcomes

At the end of this section, you are expected to be able to:

- ⌘ apply three of the comparative forms correctly either when you speak or write
- ⌘ use simple present tense in describing everyday actions, different processes, narrating different stories and in the if clause of conditional type one
- ⌘ employ present perfect tense to delineate actions that began in the past and are still going on and actions that started in the past and stopped just at the time of speaking in different communication when the situations demand it. Moreover, you use this tense to express actions that do not show the exact time of happening
- ⌘ express your idea using sentences connected by relative pronouns when/where necessary
- ⌘ give pieces of advice and/or orders using "must", "should", "ought to" and "had better" under different circumstances

1.4.1 Degrees of Comparison



Activity 1.15

Instructions: Dear learner: The following sentences are taken from the above reading passage. Use your background knowledge and attempt to identify the type of degree the writer has used and their meanings.

1. As the population in these areas increases more and more, land is deforested and over-farmed.
2. The fact is that the more a given area is populated, the more the resources in that area are degraded by both the rich and the poor though the frequency and magnitude differ.
3. Eighty-five percent of the population in Ethiopia lives in rural areas, mainly in the central and northeastern highlands, where population growth and poverty are much higher than in urban areas.



Activity 1.16

Instructions: Dear learner: Read the paragraph given below thoroughly, examine how a positive degree, comparative degree and superlative degree are used in different sentences. Finally, write the rules that enable you to use three of the degrees correctly in your own sentences.

Mr. Tanga lives in Arba Minch town. He has three children. They are

Chubaro, Katinie and Gezmo. Academically, Chubaro is **as** intelligent **as** Katinie and Gezmo is the **least** intelligent student of the two. With regard to football, Katinie is **as** good **as** Gezmo but Chubaro is **the worst**. He does not like to watch any game on television let alone playing in the field. On weekends, three of them like to visit the Nech Sar park, which is located to the eastern direction of Arba Minch town. The park is one of the **most preferred** tourist attractions in Ethiopia. Of course, in size, it is not **bigger than** Omo National Park, which is located in South Omo Zone. The **more** you travel in this park, the **more** your appreciation and love for nature increases. Its evergreen sceneries, the endemic wild animals, the pure natural falls that come from different directions never allow you to leave it. When they walk in the park, Gezmo is **the slowest** of both as he has pain in his feet but Chubaro is **as** fast **as** Katinie. Because of their equal speed, they always talk to each other, make funs and finish their journey without any feeling of tiredness. In terms of their learning styles, Chubaro is the **most confident** student in his class; however, he is not **as** fast **as** Katinie in responding to his teachers' questions. Around their village, Chubaro is the **most cooperative** boy in working with other youths to solve the problems of the dwellers.



Activity 1.17

Instructions: Dear learner: Below is a text with blank spaces. Read each sentence and write the positive, comparative or superlative degree of the adjective or adverb given in parentheses to complete each sentence. The first two questions have been done as an example for you.



Self-checking Activity 1.18

Text I: Learning and Improving Writing Skills

Writing is one of _____ 1 (important) (**the most important**) language skills that you should develop so as to succeed in your academic activities. Because of this, English teachers are always advised to seriously teach this skill _____ 2 (careful) (**as carefully as**) possible. You, as students, should also give _____ 3 (many) attention to the skill than ever before and practise it _____ 4 (regularly) possible. The understanding is that the _____ 5 (much) you engage yourself in meaningful writing activities, the (good) you achieve the skill. Of course, few scholars think that since it is the _____ 6 (challenging) language skill of all others, it is difficult for several students to achieve it unless teachers provide them with different supports such as explanations, model texts and guidance. Currently, however, the widely accepted belief is that the _____ 7 (little) the teacher interferes with the students' engagement in a variety of meaningful writing activities, the _____ 8 (fast) they

achieve the skill. The understanding is that developing self-learning strategy is (good) than imitating a model text, learning about it and striving to produce the same type of text. Therefore, practising writing with meaningful activities and checking the progress of one's skills _____ 9 (regular) possible can make most students reasonable and efficient writers.



Self-checking Activity 1.19

Instructions: ***Dear learner: Use the correct form of degree of adjective given in parentheses to complete the blank spaces in each sentence.***

1. Critical thinking is one of _____ (essential) life skills that every student must develop as her/his own personality. It is a skill that _____ (often) people develop it from active reading.
2. Which country is economically _____ (prosperous) in Asia? Why has it developed _____ (rapidly) than any other neighbouring country in the continent?
3. In today's global world, healthy competition is _____ (important) than depending on others. If Ethiopia, for example, mobilizes its citizens efficiently to increase productivity supported by scientific knowledge, there are _____ (many) golden opportunities as in other developing countries striving to emerge successfully.
4. Positive thinking is _____ (good) than taking a revenge. When a person begins to think reasonably and widely, she/he will solve _____ (difficult) problem she/he has ever confronted in her/his life with least sacrifices.
5. When you are just between the blue sky and the see, it is a must to choose _____ (less evil).
6. I would rather die _____ (see) my country fragmented.



Notes on Degrees of Comparison

The Positive Degree

The Positive degree does not offer comparison. It just tells us about the existence of two equal persons, objects or situations. The persons or things compared in this degree are often introduced with as....as or so.....as.

For example:

1. Today's English lesson is as clear as yesterday's but today's illustrations are not so clear as the yesterday's ones.

2. Awoke is as strong as his friend, Tahiro.
3. Awoke is not so strong as his friend, Tahiro.

The Comparative Degree

A comparative degree compares two persons, objects or situations to show the lesser or greater degree of the quality. This degree is often introduced with "than".

When we use this degree, we add "-er" to adjectives of one or two syllables and more or less when the syllables are more than two or if the comparison is with adverbs. For more clarity, look at the following examples

Slow-----slower, big----bigger, slow----slower strong-----stronger, happy--- happier, beautiful----- more beautiful, slow----more slowly, clear-----more clearly.



Important points you need to remember:

Do not use double comparatives

Example:

1. This sentence is more clearer than the previous one.(not correct)
2. This sentence is clearer or more clear than the previous one.(correct)

There are adjectives that should not have comparative forms because their meanings express the qualities to the highest possible degree. Here are few of them: **perfect, dead, single, unique, round, square**. The implication is that if something is perfect, it cannot be a better or less perfect.

Example: Saron is more perfect in her spoken English than her written one.
(incorrect)

Sometimes adding "**-er**" to adjectives is the same as using **more/less +adverb**

Example

1. Aweno is quicker than Madalcho in answering questions in the classroom. (correct)
 2. Aweno answers questions more quickly than Madalcho in the classroom.(correct)
- If the adjective is of more than one syllable, it takes less or more in its comparative form.

Example:

1. Firehiwot is more intelligent than her sister Bezawit is. (correct)
 2. Firehiwot is intelligenter than her sister Bezawit is. (incorrect)
- In modern English, the expressions, "than me" and " than I" are both acceptable.

Example: the waiter was angrier than I or the waiter is angrier than me.

- The words **prefer, senior, junior, inferior** are followed by “to” not “than”

Example:

- Mesfin prefers coffee to tea. (correct)
 - Mesfin prefers coffee than tea. (incorrect)
- Parallel strength or growth is expressed with double comparatives
Here are some examples of double comparatives:
 - The more you read, the better you think.
 - The less money I spend, the more I save.
 - The less you worry about others, the more you aggravate your own problem.
 - Take care in using the following irregular comparative forms:
good.....**better**, bad.... **worse**, many or much....**more**, little...**less**
Example: Silence is better than talking nonsense.
Poverty is **worse** than death.

C. The Superlative Degree

A superlative adjective expresses the extreme or highest degree of a quality. We use this degree to compare people, objects or situations more than two in number. The pattern of this adjective is the + superlative form of the adjective + noun (object). Adjectives of one or two syllables or adverbs take “-est” and in its irregular form least and most are used. When this degree is used, it is common to use the prepositions in or of

Examples

- Azalech is the tallest girl in the family; moreover, she is the most intelligent girl in managing the family of her siblings.
- Rukia is the least active participant in English classes but she is the most humorous girl of all us after class time.

1.4.2 Simple Present Tense and Present Perfect Tense



Activity 1.20

Instructions: Dear learner: Here below are pairs of sentences given in simple present and present perfect tense. Read them very carefully and explain the meaning differences individually..

- Most of us often **talk** about others' weaknesses but we **have** never **had** information about our own weak sides.
- To err **is** human; no one **has** ever **been seen** so far doing things perfectly without getting feedback from others.

3. Currently, I **see** a great many people criticizing others for their faults; I **have** never **seen** a person who advises them how to reduce their pitfalls.
4. My daughter **leaves** for Harar tomorrow; she **has stayed** with me for only few weeks.
5. Brown **says**, "the more number of languages you speak, the better you think". As I have been impressed by this quotation, I **have begun** to learn different languages being spoken in my community since last month.



Study Notes

The Simple Present Tense

Uses

- to talk about presently happening actions but cannot be expressed mostly in continuous forms. Some of the verbs which are not mostly used in -ing form are: see, hear, taste, think, consider, wish, love, hate, feel, have, believe, trust, etc.

Examples:

1. Now I **am understanding** what he is teaching. (incorrect)
 2. Now, I **understand** what he is teaching. (correct)
 3. I always **think** the positive side of any work but most people often **prefer** to focus on limitations.
- to describe an action that happens every day

Examples

4. My friend always speaks English; that is why he has now become a fluent speaker.
 5. She usually watches English channels; she pronounces words nearly like native speakers.
 6. We always discuss our assignments in English.
- to talk about general truths or universal facts
Example: Blood carries oxygen in our body
 - To talk about future planned action
Example: Zumra **leaves** for London tomorrow.
 - to talk about past actions on the headlines of newspapers

Example:

The headline in "The Ethiopian Herald English daily says, "The Prime Minister **Confers** with the Russian Ambassador to Ethiopia Yesterday.

- to narrate past action

Example

The book **discusses** the importance of co-existence for mutual benefits. The author further **argues** that when only people **strengthen** their unity, they **achieve** substantial growth and prosperity.

- To talk about timetables or schedules

Example: The film **begins** at 6 a.m. in the evening

The Present Perfect Tense

Uses

- to describe an action that began in the past and is still going on right at the time of speaking

Example

1. Muhaba **has worked** in this office for the last forty years (still she is working in the same office)
 2. Andabo **has not uttered** a word to me since he arrived at the station.
 3. *Writing a textbook is the most challenging academic activity that I **have ever faced***
- to express an action when the doer is not clearly known

Example: Someone **has taken** my bag.



Self-checking Activity 1.21



Activity 1.22

Instructions: Use either simple present tense or present perfect tense form of the verb given in parentheses to complete the text given below individually.

1. Ititu _____ (clean) her house everyday but today she _____ (yet clean) it because she is too ill to wake up from her bed.
2. Now, Mukura and Ayantu _____ (love) their newly born baby from their heart because they _____ (think) that the baby is the only dearest gift they have ever had. Tomorrow they _____ (leave) for Addis Ababa to show their baby to their mother-in-law. They _____ (never see) her for months.
3. This is a new experience that I _____ (ever have); therefore, I am planning to get people who can provide me with water tight

comments. In fact, when I do something new, I always _____ (show) it to someone whom I think is capable of helping me.

1.4.3 Using Relative Pronouns



Activity 1.23

Instructions: *Using your background knowledge or by referring to grammar books, read the dialogue conducted between Feven and Melon and insert the correct relative pronoun you think is correct from the alternatives given in parentheses being in pairs.*

Feven: Do you know Kurfa Chellie, Melon?

Melon: I am not sure but sometimes I hear father calling this name.

Feven: Oh, you should have known it. It is a small town _____ **1** (when/ where) our father was born. He is a man who has passed through different challenges in this town and reached this level.

Melon: Yes, you are right. I think the film _____ **2** (that/ whom) we watched last week to some extent has connection with his life.

Feven: Yes. You are correct. By the way, has he had a plan to write a book?

Melon: Yes, I think now he is thinking of what and to _____ **3** (who/ whom) he is writing?

Feven: Yes, you are correct. He is going to write a book _____ **4** (whom/ whose) focus will be on honesty and perseverance.

Melon: In my opinion, he also needs to take into account the current demands of the audience _____ **5** (which/ whose) is often very essential to produce a book of good reader.

Feven: Yes, of course. Most writers _____ **6** (whom/ whose) books have been widely accepted across the community often do this.

Melon: I agree with you. Any writer should first have sufficient information about the audience _____ **7** (whom/ who) he/she is writing something. Otherwise, the effect will be harmful.

Feven: Ok, bye. Take care of COVID 19 _____ **8** (wherever/ whenever) you go.



Short Notes

A pronoun is a word that takes the place of a noun. Relative pronouns are used at the beginning of an adjective clause or a dependent clause that modifies a noun. The three most commonly used relative pronouns are **who**, **which** and **that**. The pronoun “**Who**” has two other forms, the object form **whom** and the possessive form **whose**. The pronoun **Who** is mostly used as a subject (nominative case) for people and **whom** is used as an object (as accusative case).

Example

- 1 The musician **who** composed this music has been awarded an honorary doctorate degree from Jimma University. (subject/ nominative)
- 2 Example b: The witnesses **whom** I interviewed gave me conflicting evidences.(object/accusative)

- The pronoun “**whose**” can be used for people, animals or things to show possession or belonging

Example: The man **whose** daughter won the gold medal in the college is a good reader.

- Sometimes “**of which**” can be used for animals to show possession

Example: A dog of which one of its eyes is hurt is still very fierce when a stranger comes to home.

- “**Which**” is used for animals and things

Example: The book which I bought yesterday has a lot of errors but I found it useful to teach different proverbs. (subject/nominative)

Johnson bought the top hybrid car **which** will help him save on gas. (object/ accusative)

- **That** can be used for people, animals or things.

Example

- 1 The man **that** you visited in prison has been found a scapegoat.
- 2 My car **that** I bought three years ago runs on electricity and gas.

That versus which

Both “**That**” and “**which**” are used to start two different types of adjective clauses, called essential and non-essential clauses. **Essential (defining) (restricted) clauses** always indicate a clause that is **essential** to the meaning of the sentence because it defines or identifies the noun it refers to. An essential clause does not take a comma before it.

Example: Lelisa wore the shoes that he bought in Italy. (What shoes? The ones that she bought in Italy. (The clause identifies the shoes.)

- **“Which”** may also be used to introduce an essential clause.

Example: Lelisa wore the shoes, **which** he bought in Italy.

- **Which** is used in a non-essential (non-defining clauses) modify an animal or a thing. A non-essential clause is one that gives secondary, **non-essential** information about a noun that has already been fully identified. A non-essential clause is separated from its noun with a comma:

Example: Lelisa wore her best leather shoes, **which** she bought in Italy. Since Lelisa has only one best shoes bought in Italy, it is not important to modify it with a relative pronoun.

Who vs whom

The relative pronoun **“who”** may cause confusion because it has both a subject form **“who”** and an object form **“whom”**. The key to choosing between these forms is to see what the pronoun is doing **in its own clause**.

- Use **who** if the pronoun is the **subject of the verb** in the dependent clause.

Example: The people **who** just boarded the plane are patriots of this country. (The pronoun **“who”** is subject of the verb boarded.)

- Use **whom** if the pronoun is the **object of the verb** in the dependent clause.

Example: The woman **whom** I met in Institute of Technology campus is a perspicacious person. (The pronoun is object of the verb **met**.)

- Use **whom** if the pronoun is the **object of a preposition** in the dependent clause.

Example: The agent with **whom** I spoke was able to help me. (The pronoun is object of the preposition **with**.)



Self-checking Activity 1.24

Instructions: Complete the following sentences given below with an appropriate modal verb. Note that you can use more than one if you think that it is appropriate.

1. My teacher told me that I _____ review my notes every day. He is right. If I do not do this, my success in my studies will be doubtful.
2. Do you think Carol _____ not to save her money? She is planning to go to Europe this summer.
3. I am going to library now. Which assignment _____ I do first?
4. My car's gas tank is almost empty. I _____ fill it up very soon. Otherwise, I _____ travel on foot tomorrow.
5. If you are worried about getting fat, you _____ eat fruits and vegetables as frequently as possible.

6. I _____staying at home; it looks to rain very soon
7. Where _____ we have lunch today, at home or in a restaurant?
8. My doctor feels that I _____take more physical exercise than ever before because the sugar level in my blood is going up.
9. _____you to create your own job? I think that is a reasonable decision because living on a monthly salary is only for a hand-to-mouth life.
10. Ato Loranzo _____save some amount of money carefully as he is to retire next year.



Short Notes

- The word "**suggest**" is used when you want to recommend something politely.. It is followed by gerund (**-ing** form) and that; not by infinitive
Example:
 1. I suggest taking a nap before going to work.(correct)
 2. I suggest to take nap before going to work.(incorrect)
 3. I suggest that you can take nap before going to work. (correct)
- The word "**should**" is used to show obligation, give recommendation or an opinion.
Example
 1. You should stop eating sweaty food.
 2. We should finish this work before the rain falls.
- The modal verb "**ought to**" is used to express an obligation, demand, threat or an expectation that someone should do. "**Should**" and "**ought to**" have the same meaning although "**ought to**" is much more formal and is not commonly used in spoken English.
Example:
 1. You ought to listen to him carefully before you respond to him.
 2. We ought to pass strong decision to save our country.
- Look at the affirmative, negative and question (interrogative) forms:
 1. Affirmative: You ought to talk to him courteously and slowly.
 2. Negative: You ought not to talk to him courteously and slowly.
 3. Interrogative: Ought you talk to him courteously and slowly?

1.5 Writing



Section Overview



Dear learner: Writing is one of the important language skills that determine your academic success at different levels of learning institutions. Therefore, it is a language skill that you have to practise it with a variety of activities as frequently as possible. Accordingly, in this unit, you are going to learn how to complete and connect sentences using different conjunctions. Furthermore, you will practise how to use fullstop, question mark and exclamation mark in a variety of sentences.

Section Learning Outcomes

Upon the completion of this section, you are expected to be able to:

- ⌘ connect two sentences using different connectors such as: therefore, thus, hence, however, nevertheless, whereas, moreover, furthermore, for example, for instance, because, due to, in addition, or otherwise, etc. so that you can express your ideas efficiently.
- ⌘ use the punctuation marks such as: fullstop, question mark and exclamation mark correctly in different texts that you produce for different purposes.

1.6 Writing

1.6.1 Guided Writing

Joining and completing sentences



Activity 1.25

Instructions: Join each pair of sentences given below using the linking devices given in the table.

if	for example	because
moreover	however	thus

1. I support the argument "Population Matters" ____ I think that if we keep on growing, we are not only going to damage nature but also we are likely to see more and more inequality and human suffering.

2. The human population can no longer be allowed to grow in the same uncontrolled traditional way. _____ we do not take charge of our population size and then nature will do it for us.
3. To reduce the growth of population, humanity can take different measures. _____, reducing the unplanned consumptions of natural resources and implementing family planning are among others.
4. Educating and empowering women and girls and providing family planning information enables more people to choose the size of their families; _____, governments have to produce clear policies that enable to address the biodiversity loss we are facing.
5. Adding more people to our planet causes a large number of problems; _____, people are also of great responsibility to solve these problems.



Short Study Note on the use of sentence connectors

When you plan to write a paragraph (a group of sentences that explains one main idea), you have to use different sentences. To make the paragraph meaningful, your sentences need to be joined with different connectors. Otherwise, the ideas in your paragraph do not give clear meaning to your reader. For detail, read the short notes given here below:

When you want to join two sentences that show reason, you use such connectors as; "because", "due to", "owing to", "on account of", etc.

Example: We arrived home late owing to engine problem.

*When you want to further explain your ideas with examples (illustrations), you use the connectors such as **for example, for instance, suppose, the case in point, etc.***

Example: Some wild animals are threatened with extinction; Wallia Ibex is the case in point.

Some languages are used for a variety of purposes; English is the case in point

*When you want to add more information to the preceding idea, you use the connectors such as **moreover, furthermore, in addition, etc***

Example: Hunduma is an outstanding and diligent teacher; moreover, he is polite and patient.

*To connect two contrasting (opposite) ideas, you use the connectors such as **though, however, nevertheless, whereas, on the other hand, on the contrary and the like***

Example: Mazengia likes to read; however, he does not make notes about the lessons he got from different books

**Activity 1.26**

Instructions: *Complete the sentences given below correctly in your own words. The first one is done as an example for you.*

There is a theory which goes as, "Population growth hardly brings any harm **as long as** the economy grows harmoniously."

1. Experts predict that the population in Ethiopia will double in the next 30 years; thus, _____.
2. However rapidly our population grows _____
3. All Ethiopians should apply family planning education, protect their environment and contribute their share in expanding women's and girls' education to control population growth, Moreover, _____.
4. We students have our own share in reducing the growth of the population in our country.
5. For example, we _____

1.6.2 Using Punctuations**Activity 1.27**

Instructions: *Use period (fullstop), question mark or exclamation mark in the short text given below.*

Hard working is essential not only to succeed in your studies but also to enhance your skills of creativity Have you ever seen a lazy person who has ever created anything new So, work hard until your last breath



NB: Study the note given below to understand their use clearly

1. We use full stop (period) at the end of any statement (a sentence that gives us clear information)

Example: Alexander Fleming discovered penicillin.

2. We use a question mark at the end of a sentence that asks a question.

Example: Do you live to eat or eat to live?

3. We use an exclamation mark to express our strong emotions or when we are happy, sad, excited, surprised, etc.

I wonder how our English teacher is a hard working person!



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit one. Read each of them and put a tick (☑) against “Yes” or “No”

No	Descriptions	Yes	No
1	I can listen to a text and take important notes from spoken sources.		
2	I can give my own opinion on on different matters after listening to different spoken sources.		
3	I can work out the contextual meaning of different words when I listen to a passage		
4	I can give opinions on different matters using different expressions.		
5	I can explain the challenges that our world is facing due to unplanned population growth.		
6	I can explain how the uncontrolled population growth can affect the environment.		
7	I can use the words that I learnt from the passage in spoken and written English.		
8	I can use the phrasal verbs such as “fall apart”, “fall back”, “fall behind ”, „fall down”, “fall for”, etc.,in spoken or written language clearly when necessary.		
9	I can add the correct prefixes to different words.		
10	I can write simple sentences using simple present tense.		
11	I can use simple, comparative and superlative degrees correctly to make my communication clear		
12	I can use question mark and exclamation marks correctly in different written texts.		

Unit Two

Travel Behaviors

Unit Introduction



Dear Learner: In this unit, you are going to learn a variety of language lessons that help you develop your listening, speaking, reading, writing and other micro language skills such as grammar, vocabulary and punctuation. You will learn most of the lessons through different activities whose contents give attention to human travelling behaviours. Accordingly, the first section of this unit is to listen to the passage entitled, "Travelling and Places" and take relevant notes.

Note that you are to be provided with the listening script (passage) which is recorded into Compact Disc (CD) or any other form of electronics.

Before you tune in to your tape-recorder, once go through the pre, while and post listening activities and understand what you are expected to do at each stage. After checking your readiness to listen to the script, tune in to your tape-recorder and take notes that are relevant, brief and clear from the whole script/passage. Make sure that note taking is one of the study skills that you have to develop.

Once if you have developed this skill, you will listen to lectures and other speeches and take notes that you can use later to write a summary, report what you have understood or increase your knowledge on a particular topic.

The second section of the unit is intended to give you the opportunity to enhance your speaking skills. To this effect, in this unit, you will learn different expressions that you use to give advice and warning to people who need them. Before you engage yourself into practice, you are provided with a variety of examples. After you have understood the examples, you will read different situations and give advice or order to the person. In case you have difficulties as to how you use the words or phrases such as "should", "ought to", "must", "had better", you can refer to the study note given to you as a supportive learning strategy at the end of this lesson.

The third section of the unit is intended to further enhance your

reading skills.

To this end, before you read the passage, you are going to answer the questions based on your own experience or background knowledge. Practising such activity, will motivate you to read the passage and understand the main ideas in each paragraph. After you have completed answering the above questions, you are expected to read each paragraph and write its main idea in one sentence.

Moreover, you are asked to re-read the passage and answer the questions that require you to think critically. The third activity from the reading section requires you to suggest the contributions of drivers and yourself as a student in minimizing car accidents. In the end of the reading section, you have activities that enable you to practise the meaning and use of different words as they are used in the passage.

Following is the lesson on other types of phrasal verbs such as: fill in, flip out, feel around, fill out, etc. You will learn their meanings from your dictionary and fill them in the spaces provided in the text. Practising phrasal verbs in such a way will help you further understand as to how you apply them in different communicative situations.

Under the grammar section, you will learn how to use of simple past tense. First, you will read a short text, identify the verbs in simple past tense and explain how the tense is used. Having done this, you will describe what you did yesterday using this tense.

In the writing part of this section, you will get activities that enable you to write different types of sentences on the basis of their grammatical structure.

In the same way, you will write simple, compound, complex and compound-complex sentences correctly to express your ideas in writing. The second part is summary writing. To help you achieve this skill, first, you will find a short study note or guideline that you read carefully until you understand the most important requirements of a good summary. Then, you will read the text given to you and its model summary. In the end, you will select any text by yourself and summarize it accordingly.

The third section is describing people. Here, first you learn the adjectives and adverbs that are frequently used to describe the different body parts of a person. After you understand these words, you will describe the person in the picture. Finally, you will learn the use of comma, semi-colon and colon in different sentences. You will practise them in a number of activities and if you have difficulties, there are short study notes given to you for reference.

Unit Learning Outcomes

Up on the completion of this unit, you are expected to be able to:

- ⌘ listen to any text and take relevant, clear and brief notes
- ⌘ write out the main idea of a paragraph
- ⌘ work out the meaning of words used in the listening text contextually and
- ⌘ use you have learnt from the passage in your day-to-day communication
- ⌘ describe a place that you have visited giving attention to its
- ⌘ location, natural resources, weather condition, etc.
- ⌘ familiarize yourself with a variety of expressions that are essential in giving advice and warning
- ⌘ give pieces of advice or orders to different people when situations require them
- ⌘ describe the precautions you need to take to protect yourself
- ⌘ from thieves and car accident when you travel to a big city for the first time
- ⌘ read a text and write the main idea of each paragraph
- ⌘ read a text critically and reflect your view based on the facts discussed in it
- ⌘ apply the phrasal verbs in your communications
- ⌘ practise the meaning of the phrasal verbs such as: “fill in”, “flip out”, “feel around”, “fill out” , “float around”, etc., from your dictionary
- ⌘ use them in the spaces provided in the text.
- ⌘ use simple past tense correctly when and where the situation demands
- ⌘ write structurally correct sentences for different written purposes
- ⌘ read a short text and summarize it into a few sentences
- ⌘ describe people at paragraph level
- ⌘ use comma, semi-colon and colon in different sentences correctly

Required Study Time: 15 periods

Unit Learning Strategies



Dear Learner: In this unit, you will use different ways of learning (strategies) that help you learn different language skills. You will use self-learning strategies such as advance organizers, that is, answering questions related to the title before you begin to listen to the passage (script). Using this type of strategy will help you listen

to the passage attentively and find out the main idea in each paragraph. Similarly, before you begin to listen to the passage (script), go through the pre-listening activities and try to give answers using your background knowledge you have had about travel behaviors and the places that you have ever visited.

The second strategy is doing the activities as you are listening to the passage. In the same way, you will listen to the passage two times and write the most important idea from each paragraph on a sheet of paper as rapidly as possible. During the second round reading, try to listen and make any improvement you think is important on the notes that you have already taken. Finally, check each of your answer against the ones given to you at the end of the unit.

Having done this, try to answer the questions that you are expected to answer at the post-listening stage. When you answer these questions, you will learn how to associate the facts discussed in the passage with the realities you observe in your community. Moreover, developing such skill helps you integrate different language skills.

In learning the other language skills, speaking, first, read the short study note given to you initially and then understand as to how you use each word phrase in giving advice or order. Then, read each situation given in the section carefully and write the advice/warning you want to give to the person.

To learn the phrasal verbs, first look up the meaning of each phrasal verb from your dictionary. Then, read the text given with blank spaces and decide the correct phrasal verb that makes each sentence correct. Finally, check your answer against those given to you at the end of the unit.

With regard to the reading lessons, first, try to read the pre-reading activities (questions) given to you before you begin to read the passage. Then, answer them using your own background knowledge. After you have done this, go to the passage and read it silently paying maximum attention to the main idea. After you have done this, re-read each paragraph and attempt to write out the main idea of each in your own words. Proof-read once again and make improvements where you think is necessary.

Finally, check whether your answer is closer to the one given to you at the end of each unit. The other activity is to work out the meanings of the words that are written in bold as they are used contextually in the passage. After you have written their meaning into your notebook, try to check your answer against the ones given to you at the end of the unit.

Phrasal verbs are essential in your spoken or written communication. They are also difficult to learn them as they have a variety of meanings. Hence, first, examine how each phrasal verb is used and the meaning it conveys to a reader or speaker. If you cannot understand in so doing, go to your dictionary and find out the meaning which is closer to its use in the passage. Then, let you do the activities (exercises) given in the module as carefully as possible. In the end, check your answers against the ones given at the end of the unit.

To learn the grammar lessons, try to understand the strategy preferred to present the lesson. Study the short text given to you very carefully and examine how the simple past tense is used. Having done this, let you check yourself whether you can produce your own sentences using the simple past tense in the same way. Then, go to the notes and study each rule with the examples repeatedly. The next step is to think some activities that you did yesterday and write them into a short paragraph.

Under the writing section, you are going to learn how you construct simple, compound, complex and compound-complex sentences. Learning how such sentences are constructed is important to express your ideas in different ways and at different lengths. Hence, examine how each type of sentence is used in different texts and use them either in your paragraph or essay. The other important lesson under writing is summary writing. This skill is very important to succeed in your academic activities.

As you understand, remembering all facts or ideas from any book that you have read is difficult and not important as well. Thus, it is your own task to read and find out the main point and rewrite it in your own words. When you do this, you improve not only your writing skills but also you will enrich your experience of reading and summarizing ideas without deviating from the writer's point of view. As a result of this, you have been provided with a study note that helps you as a guiding principle and a sample text with its summary. Read the notes and the sample summary given to you carefully, select any text whose content you think is relevant to your life or educative and then summarize it into its one-third size.



Listening: Travelling and Places

Section Overview

Below is a lesson that has been intended to enrich your listening skills. Before you listen to the script entitled, "Omo National Park", answer the three questions presented below using your background knowledge. When you do this, you will be able to predict what is to come in the listening script (passage). Thus, read each of them very carefully, think of the answers and write them into your notebook. Having done this, tune in to your tape recorder and listen to the script.

When you listen to the script, write out only the most essential ideas into your notebook; do not try to write everything that you have listened to. During the second round listening, check whether you have taken essential notes that can help you write the main idea of the script or write if there are ideas that you have not taken as notes during the first round listening. Finally, check the main idea that you have written against the one that is given at the end of the unit by the writer of this module.

Section Learning Outcomes

At the end of this section, you are expected to be able to:

- ⌘ take notes that are relevant, brief and clear which enable you write the main idea of the script.
- ⌘ use the words that you could learn from the script (passage) in your spoken and written communications
- ⌘ describe the place that you have ever visited in your life using simple adjectives and adverbs

2.1 Listening: Travelling and Places



Activity 2.1

Instructions: *Before you listen to the passage entitled “Omo National Park”, answer the following questions using your background knowledge.*

1. Have you ever visited to a new place?
2. Where is Omo National Park?
3. Can you guess what you will visit in case you go to this park?



Fig. 3: The landscape of Omo National Park



Activity 2.2

Instructions: Now, tune in to your tape-recorder and listen to the passage two times carefully, take important notes and write one main idea that can represent the whole script.

1. _____
2. _____
3. _____



Activity 2.3

Instructions: *Think of the place that you have visited. Describe its geographical locations, natural resources and the weather condition.*

2.2 Speaking: Giving Advice and Warning



Section Overview



Giving advice to people who need it is one way of solving social problems. Accordingly, we give advice to people using different words or expressions. In addition, to protect people from possible danger or penalty, we give them warning. Therefore, you are going to study as to how you use the words or phrases such as: “should”,

"ought to", "must" and "had better" when you want to give advice or warning to someone. Then, you will practise them in different sentences in a text. Finally, you will read different situations and then you will give either a piece of advice or an order to the person.
Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ identify how to use the above expressions to give advice or warning under different circumstances
- ⌘ give advice or warning to someone using the expressions listed above



Short Study Note

We use **"must"**, **"have to/ has to"** to give strong warning or advice and we use **"should"** or **"ought to"** to give weaker form of warning or advice. We use **"suggest"** and **"had better"** when we want to give advice in a polite way".

Examples:

1. Obang, you are not feeling well today. Your pain is aggravating seriously. You must visit a physician immediately.
2. Cheating on examinations is a very serious academic crime, so you have to always work by your own and never let others copy your answers.
3. Life is always dependent on the existing situations; so when you face a problem, you ought to avoid frustrations and adjust yourself with the realities.
4. The weather condition is foggy; it seems to rain very soon. Hence, you had better carry an umbrella.
5. If you want to pass the entrance exam successfully, I suggest reading this book between lines.



Activity 2.4

Instructions: *Read each situation given below and give pieces of advice to the person who is in need of it.*

1. Ibrahim studies hard but his result on examinations is not satisfactory. He often finishes doing questions before all students and gives it back to invigilators.

You see Nair, _____.

2. Solomon graduated from a University with degree and currently he is searching for job vacancies that enable him to earn attractive salary. He has never thought of any other options such as creating his own job either being alone or with his friends. What do you advise him?

Solomon, _____.

3. Mohammed and Ashenafi have started to take drug and their behaviors are changing these days. They do not attend classes properly and study their courses as they used to do previously. They are in bad conditions. Advise them. _____
4. One of your friends is repeatedly borrowing money from you and does not give you back. Give him warning _____
5. One of the school rules says, "Don't come to classes with tousled hair" but Toga always likes to have such type of hair style. The director of the school is nearly to send him out. Give him a strong warning to avoid such misbehaving.



Activity 2.5

Even if the majority of you are living in rural areas where there is no heavy traffic movement, it is common one day to travel to big cities and walk on modern roads. Because of this, it is always important to know the traffic rules and apply them properly to save your life from the possible car accidents or save others too.

Instructions: *The following are incomplete sentences that give advice to travelers about different traffic rules. Read them and complete the spaces with the correct word/phrase.*

Pedestrians are always advised to take their _____ 1 hand side because they can easily see the vehicles that are coming from the front side. When the red traffic light beams, it is meant for all vehicle drivers to _____ 2 but when the green one gives light, they can _____ 3 the road. The yellow light gives _____ 4. When You decide to cross from one direction to another, you should walk quickly and never _____ 5 on your mobile telephone



Fig. 4: Traffic lights and their meaning



NB: *Those of you who are visually/hearing impaired students are advised to use guides who have sufficient knowledge about the meaning of traffic lights and other rules related to traffic movement in big cities.*

2.3 Reading: Travel Behaviours



Section Overviews



In this section, you will learn what travel behaviours are, the importance of travels, important precautions you take when you travel in big cities, answer questions that require you to think critically, work out the contextual meanings of the selected words and match them with their meaning given at the right side of the table, and use them in your everyday communications.

Unit Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ describe the precautions you need to take to protect yourself from thieves and car accident when you travel to a big city for the first time
- ⌘ read a text and write the main idea of each paragraph
- ⌘ read a text critically and reflect your view based on the facts discussed in it



Fig. 5: Traveling in Big Cities

**Activity 2.6**

Instructions: *Read the questions given below and attempt to answer them based on your background knowledge.*

1. What are the cares you take to protect yourself from thieves and car accidents if you are to travel into a big city for the first time? Why?
2. Study the meanings of the following words using your dictionary: behaviour, pedestrian, sidewalk, pickpocket, and traffic pick.

**Activity 2.7**

Instructions: *For items (1-3), read the passage silently and then match each of the main idea with the paragraph it refers to and write the number in the space provided. For items number 4 and 5, infer from the passage and give your answers in one sentence for each.*

1. Travel is something which people do every day. It is very cumbersome to avoid the need to travel since it is one of the human behaviors. Travel may be a trip to school, university or to work. Travelling can often take a long time especially when great distances need to be covered. For some people, travelling is fun. For others, it is a terrible ordeal that even leads them to sickness. This means that they will become very unwell each time they travel. People travel for many different reasons. Some travel for business, some for pleasure and some for educational purposes. Today, travelling is considered as one of the important human activities for different reasons. It is a means to know more about the things which we have not yet known. It is also a wonderful experience to visit places of interest and natural attractions. When people do this, they broaden their mind and keep themselves away from the monotony of everyday life. That is why travel is part of the education system in many country's curricula. Unless people in one area travel and learn about the culture, history and tradition of different people, they cannot widen their mind. It is because of this that some economically strong countries cover the full accommodation cost of their students and send them to different countries to visit their heritages and cultures.
2. Travel behavior refers to the complicated decision-making process of travelers during a trip regarding the choices of travel mode, route, departure time, destination and so on. Travel behavior has strong connection with physical movement outside the reference location

of a person. The reference location is the place to which the person returns at the end of the day. This is mainly the home of the traveler; of course, it might also be the room in the hotel or some other short-term bases. Actual travel behaviors are often interdependent with the beliefs, attitudes, and values of the traveler. This means, the beliefs, attitudes and values of a traveler influence her/his travel behaviors and the vice-versa. As a result, when you plan to travel somewhere, you should predetermine your purpose, the time you need to arrive at your destination, the amount of money you need for your journey and the presence of important items such as medicine, cell-phone, bank book, water and other things that you frequently need.

3. Most travels are the experience of people in big cities. Though travelling in big cities is enjoyable and interesting, you are required to be familiar with different rules and regulations especially if you are a strange. To begin with, if you are a **pedestrian**, you should know the traffic rules very carefully as the number of road users and vehicles is **overwhelmingly** large. When you want to cross roads, you need to know the meaning of the traffic light and take your way accordingly. If you do not know their meaning, you have to ask people around you or follow other travelers and cross the road safely. When you do this, you protect yourself from traffic accident. Second, since the mobility in big cities is very high, you should walk on the **paving** or sidewalk that is allowed for pedestrians. You are not only required to walk on the paving or sidewalk, you are also compelled to take your left side because you can see the vehicles that come from the front side easily and protect yourself from car accidents especially during rush hours. Third, take only the amount of money you need for the day and avoid wearing valuable ornaments as they expose you to thieves. For this reason, you need to take maximum care when you walk on a very crowded place as most **pick-pockets** prefer such places to loot different items of value. All in all, though travelling into cities is enjoyable and pleasant, it needs maximum care to protect oneself from different unexpected harms.

1. _____ A person who goes to cities for the first time must know the traffic rules before she/he travels on foot.
2. _____ Travelling is one means of acquiring knowledge and entertaining oneself.
3. _____ Decisions on the destination the traveler plans to reach, the purpose for the travel, the amount of money she/he needs and the type of mode of transportations she/he chooses to use are travel behaviours.
4. According to the passage, how can visiting the cultures and values of other people help to enrich one's scope of thinking?

5. Why do you think that the actual travel behaviors are often interdependent with the beliefs, attitudes, and values of the traveler? _____.



Activity 2.8

Instructions Read the questions below silently and give answers that you think are correct by connecting to the ideas discussed in the passage.

1. Reports from the National Traffic Office show that 80% of the car accidents in Ethiopia happen due to the problems related to drivers. To have more careful drivers, what should be done? Discuss in a group of three.
2. Do you think that you have your own contributions to reducing traffic accidents? How and why?

2.3.1 Vocabulary

Section Overview



Under this section, you are going to learn the meaning of different words selected from the reading passage. Look at each word, go to the paragraph which consists of that word and work out its meaning as it is used therein. Finally, match each word with its meaning given on the right hand side. In addition, there are words that are selected from the same passage. Work out their meanings and write them in the spaces given in the module.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ use the words of which you have learnt their meaning from the passage in your everyday communications



Activity 2.9

Instructions: *The words below are taken from the passage. Match those given under column “A” with their contextual meanings given under column “B”*

<u>“A”</u>	<u>“B”</u>
____ 1. cumbersome (par 1)	A. difficult or challenging
____ 2 ordeal (par 1)	B. boring because of repetitions
____ 3. Pleasure (par 1)	C. a course of study offered in schools or colleges
____ 4. curricula (par 1)	D. feeling of happiness or satisfaction
____ 5. monotony (par 1)	E. painful experience



Self-checking Activity 2.1

Instructions: *The words below are also taken from the passage given above. Read it again carefully, work out their meanings and write your answers in the spaces provided.*

1. interdependent (par 2) _____
2. predetermine (par 2) _____
3. pedestrians (par 3) _____
4. overwhelmingly (par 3) _____
5. paving/sidewalk (par 3) _____
6. pick-pocket (par 3) _____

2.3.2 Phrasal Verbs

Section Overview



As discussed in the previous unit, phrasal verbs are important to communicate informally and become natural in your speech or writing. Therefore, in this unit also you are going to learn the meaning and use of phrasal verbs such as “fill in”, “fill out”, “fill up”, “flip out”, “float around”, etc., and their use in different sentences.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ familiarize yourself with the meaning of the phrasal verbs listed below
- ⌘ use the phrasal verbs when you write or speak in different communicative situations



Activity 2.10

Instructions: Look up the meaning of the phrasal verbs given below from your dictionary, study their use from the example sentences, and use them in the spaces given in the text below

<i>fill in</i>	<i>fill out</i>	<i>fill up</i>	<i>fix up</i>
<i>flip out</i>	<i>float around</i>	<i>follow up</i>	
<i>fool around</i>	<i>freak out</i>	<i>find out</i>	

How I Spent Last Monday

First, I had to go to the company where I had been called to sign an agreement and begin a new work. As I entered the office, I did not know what to do. The office was _____1 with a crowd of customers. Thanks to the polite secretary; she _____2 me _____ with sufficient information about the rules and regulations of the organization. Having done this, she gave me a form on which I have to _____3 lots of information about myself in the spaces on the document. I did it accordingly and then I immediately drove my car to the gas station to _____4 my car tank with gas. Next, I went to a book shop to buy a book for my daughter. I entered one of the bookshops around Saint Gabriel Church and moved around the shelves. After searching for minutes, I _____5 a newly published book which was of her interest and bought it for hundred Birr for her. In the afternoon, I went to the organization where I had been giving volunteer services as I had appointment with friends to _____6 an old house for the old woman who cannot live by her own. By the time I arrived there, no one had been around, so I was _____7 due to their procrastination. All of the sudden, one alms-seeking old man approached me and asked me for some money. I was sympathetic to him so I tried to take out my purse and give him ten-Birr but I could not find my purse though it was _____8 the place where I was sitting. I have the belief that helping the needy is getting the top most satisfaction for oneself but it is also equally important to _____9 how and for what purpose they use the money for. They may _____10 with the money by taking so much alcoholic drinks and affect their health.

2.4 Grammar: Simple Past Tense,

Section Overview



The grammar lesson in this section deals with simple past tense. First, you will read a short text in which different simple past tense verbs are used. Then, you will have a short study note that gives you explanation about the use of the tense. Finally, you will describe what you did yesterday at paragraph level.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ decide when/where you use simple past tense.
- ⌘ use simple past tense in different communicative situations

2.4.1 Simple Past Tense



Activity 2.11

Instructions: Identify all the verbs written in simple past tense form in the short texts given below and explain why the writer could use each.

- I. Ariyat prepared delicious porridge for breakfast yesterday. She served her husband with the traditional drink called, “bordie” and then she left the house to fetch water. Her husband, Galwack, saw her on her way while she was talking with someone who was strange to him. He was so angry that he decided to go back and beat her furiously. Similarly, as soon as she came back home with the water, he shouted at her to tell him who the person was and how they could know each other, Without listening to her, he went on beating her seriously until she failed to breathe out. In the end, she told him that the man wanted her to know the convenient time to kill you and marry me. I told him to come home after an hour and then I hurried to come home earlier before his arrival to tell you prepare yourself or kill him before. This is all. No sooner had they finished their talk than the man came home and killed him with a sharp spear and she also passed away horribly after a few minutes.
- II. Google’s founders, Larry Page and Sergey Brin, met in 1995 when they were in their twenties and graduate students in computer science at Stanford University in California. They realized that Internet search was a very important field and began working together

to make searching easier. Both Page and Brin left their studies at Stanford to work on their project. Though they have been successful in creating the software, surprisingly, they have never returned to finish their study for their degree.

Notes

Simple past tense is a tense which adds -ed, -d or ied to regular verbs and changes its form in irregular verbs. For example: "wash__ washed", "push__ pushed", "play__ played", "rain__ rained" and the irregular forms: "go__went", "see__saw", "write__wrote", "hide__hid", "take__took", etc. We use this tense to describe an action that took place in the past and does not have connection with the present situations. Mostly we use it with the words such as: yesterday, ago, last week, last month, last year, last September, etc. In addition, we use it in the if clause of conditional type two or improbable conditions.



Activity 2.12

Instructions: Write a paragraph of five to seven sentences that describes the activities you did yesterday or last week.

Short Study Note

A paragraph is a group of sentences that mostly discusses one main idea. The sentence that consists of the main idea is called the topic sentence. All the other sentences that build the topic sentence are called supportive details. You can begin your paragraph like this.

Yesterday was a day on which I accomplished lots of activities. As I got up from my bed, I went to toilet. room. _____

2.5 Writing



Section Overview



Now, you will continue learning and developing your writing skills. Accordingly, in this section, you are going to learn how to write simple, compound, complex and compound-complex sentences. To achieve this, you will be given the definition of each type of sentence along with contextualized examples. After you attempt to learn and write each type of sentence, you are given short study notes that give explanation about the grammatical rules that enable you to write each type of sentence. The second component of writing that you will learn in this section is summary writing. To practise this study skill, you are provided with guidelines that help you learn as to how you summarize a given text. Moreover, you are given a model text along with its summary. Finally, you are asked to select any text you think is relevant to get lessons out of it and summarize it accordingly.

Thirdly, you will learn how to describe people. First, you are provided with different adjectives and adverbs that help you describe people. Study them as carefully as possible. Having done this, describe the man whose picture is given in the section in one paragraph. Fourth, you will learn punctuation marks such as comma, semi-colon and colon. You will first apply the above punctuation marks in different sentences based on your own past experiences. Then, you will read the note along with the example sentences and do the activity that comes next.

Section Learning Outcomes

At the end of this section, you are expected to be able to:

- ⌘ construct simple, compound, complex and compound-complex sentences clearly
- ⌘ extract main ideas and summarize any text
- ⌘ describe people in one paragraph
- ⌘ use the punctuation marks such as: comma, semi-colon and colon in different sentences correctly

2.5.1 Practising Writing Different Types of Sentences Based on their Structure

Sentences in English are classified into four groups based on their

grammatical structure. They are: simple, compound, complex and compound complex.



Activity 2.13

Instructions: Read the short text given below and identify the simple, compound, complex and compound-complex sentences based on your background knowledge.

1. Bushasha is a known patriot in his village. 2. He always likes to sing patriotic songs but his brother Huriso likes to write poems. 3. Though both of them have not completed their secondary school education due to different problems, they are intelligent enough to understand ideas and solve problems. 4. When the neighbouring people have social problems, they come to them to get advice but both of them have no time to help all of them.



Short study note

A simple sentence is a sentence that has only one clause. In another way, It is a single statement. It can be written in four different ways:

- 1 with a single subject and a single verb

Example:

Giush visited Wolaita Sodo town yesterday.

- 2 with compound subject and single verb

Example:

Giush and Wegaso visited Wolaita Sodo town yesterday.

- 3 with single subject and compound verb

Example:

Giush visited Wolaita Sodo and went back to Addis Ababa.

- 4 with compound subject and compound verb

Example:

Giush and Wogasso visited Wolaita Sodo and went back to Addis Ababa



Short Study Note II

A compound sentence is a sentence that consists of two sentences (independent clauses) joined by connectors such as and, but, or, for, yet, for, nor

Example

Obang likes reading and Megersa prefers to listen to TV. The former likes to eat fish but the latter is allergic to it. Today they did not go out of the campus to visit the sides of River Baro for they are busy with their assignments. Both of them like to visit Addis Ababa; yet, they do not have enough money for the fair and accommodations. They are known in the campus for their good

manners. They never offend people unless things are beyond their capacity nor overlook others' cultures and religions.



Short Study Note III

A complex sentence is a sentence that consists of one main clause and one or more subordinate clause. Subordinate clause is often introduced with subordinating conjunctions such as: although, even if, as if, after, when, since, as, while, etc.

Example

Rahmet is currently living in Jigjiga. Although she likes her birth place, mostly she prefers to live in Dire Dawa City. She had preferred to live in that city after her niece came back from Saudi Arabia and decided to reside there. Even if her niece loves Ethiopia, she often behaves as if she were a foreigner. The main reason is the influence of the Saudi Arabians' culture she has been adapted to it. Since she is a strong Muslim religion follower, she does not need anyone to disturb her during her praying time. When she goes to mosque, she always keeps some amount of money and gives to the poor who cannot live by their own. One more thing, even if she is a devoted Muslim religion follower, her social life with Christians is surprisingly a model for others.

compound-complex sentence is a sentence that often carries at least two main (independent) clauses and one or more dependent (subordinate) clauses.

Example

Reading is an important language skill in our life for different reasons but it is difficult to achieve it unless we practise it continuously. To be academically successful, for example, students have to read lots of books, resources from internet and journals ; otherwise, they cannot pass the final examinations despite their effort to attend lectures from their teachers attentively. If students once achieve this skill, they cannot make unreasonable decisions ;yet, they are in emotional situations.



Self-checking Activity 2.2

Instructions: *Now, write your own four simple sentences in four different ways, four compound sentences, four complex sentences and four compound-complex sentences. If you face a problem, refer back to the notes you have been given above.*

2.5.2 Summarizing a Text



Activity 2.14

Instructions: *Before you begin to summarize a text, answer the questions given below*

1. What is a summary writing?
2. Have you ever summarized a written text ? If your answer is “yes” to the above question, what are the procedures you have followed in summarizing the text?
3. Is the skill of summary writing important for students like you?
4. What are the most important guidelines you follow in summarizing a given text?



Short Summary Notes

A summary is the short form of the original text **written in the writer's own words**. It is an important skill that you, as a student, should develop so as to be successful in your academic activities ranging from secondary school to university. When you write a summary of a text, do not try to insert any of your own opinions, interpretations, deductions or comments. Instead, understand the main points in the original text and write them in your own few sentences. The last sentence of your summary should wrap up or give conclusion to summarized ideas in your own words. Mostly you can summarize a text if only you know what the original text is all about. To do this, read the original text until you grasp the main ideas. Even if you have memorized all the facts in the original text, it does not necessarily mean that you have understood the original text. That is why academically outstanding students always manage to read a text and attempt to summarize it as they engage themselves in the reading task. For example, if they are able to write a one- or two-sentence summary of a paragraph while reading it, then that is a good sign that they have correctly understood the text.

Let us see how the following text has been summarized.

Plagiarization is an act of taking someone's words or ideas as if they were your own. Plagiarism can result in your work being destroyed. It is a serious theft that degrades you and destroys the value of your work. It can result in expulsion from your academic institution, in some cases, permanently. In some countries it can result in legal actions such as penalties by money or being imprisoned. Nowadays it is a pressing problem across the world so take care of yourself when you write essays, assignments or researches. If you borrow ideas, try to acknowledge the owners appropriately.

The above text can be summarized as follows:

Plagiarization is one of the criminal acts in the academic world. It reduces the credit for your works thus keep yourself away from such illegal act as much as you can by acknowledging the writers from whom you have borrowed ideas

**Activity 2.14**

Instructions: *Read the text given below and finish the summary in your own sentences.*

English is an international language which has a number of benefits to different people in the world. It is a language that brings people of the world together in the area of trade, diplomacy, sport and the like. If you see the benefit of this language in our country, Ethiopia, it is used as a medium of instruction. Students in secondary schools and universities acquire knowledge through this language. In addition, proclamations and different documents are written both in federal languages and in this language side by side. Therefore, learning this language and developing the skills is unquestionably one of the aims of our education system.

Summarizing the above text

English has a number of benefits internationally. People need it, for example, to do business, communicate with each other, get information from Internet and watch different sport events. In the case of our country, _____

_____ ; therefore, _____
_____.
_____.

**Activity 2.15**

Instructions: *Read any text that is relevant for your academic progress not more than six paragraphs.*

2.5.3 Describing People

Description is a type of writing that gives information about the physical appearance, personality, age, dressing style, hobbies and likes and dislikes of a person or the topography of a place or different events that have taken place in different situations. In brief, it is a type writing that gives you the picture of a person, place or event through words. When you write a descriptive paragraph or essay, it is a must to use

different adjectives and adverbs. Therefore, you have to be familiar with most of them. As example, look at the adjectives and adverbs you use in describing a person

Example: hair: long, curly. Straight, bald, receding, trimmed, ringled, tousled, plaited, dressed. Pony-tails, etc

forehead	high, low, medium, etc.
nose:	turned up, pointed, aquiline, flat, etc.
eyes:	small, big, big, short, brown, red, blue
face:	long, circular, oval, square, of dark complexion, of red complexion, with beard, mustache, wrinkled, mesmerizing, comely, attractive, gorgeous, pretty, haggard,
height	tall, short, medium, dwarf....
weight	fat, slim, plump, medium, over-weight, under-weight, etc
age	in my early twenties, mid-twenties, late twenties, young, adult, old, twenty years old, twenty years of age...
clothing	Ethiopian traditional, western, apron, scarf, blouse, skirt, sweater, jacket, suit, jeans trouser, gabi, kuta, overall, traditional dress, rob
personality	cheerful, sad, honest, cheat, genuine, diligent, patient, hasty, sociable (outgoing), gregarious, lonely, stingy, mischievous, spendthrift, reasonable, far-sighted, long-sighted, kind, cruel, cooperative, suspicious, trustworthy.....
hobbies	gardening, playing football, discussing with people, visiting friends, reading, excursion, watching television, listening to hymn
likes and dislikes:	favorite food, colour, music, person, etc



Activity 2.16

Instructions: *Look at the picture given below thoroughly and then write a descriptive paragraph of maximum ten sentences.*

For example: You can start your description as follows:

The man is about 1.65 meter high. His head is partially bald._____.

Fig. 6: An Old Man Standing on the Road



2.5.4 Punctuations



Checking Activity 2.3

Instructions: *Copy down the following sentences into your notebook carefully, insert a comma where necessary using your background knowledge or by referring to appropriate sources and explain why you have decided to use it.*

1. After Giday had left the scene of the accident he tried to forget that it had happened.
2. Oil which is lighter than water rises to the surface.
3. If you try to work out the meaning of the word "nice" some of them are contradictory.
4. The contractor who entered into the agreement last year testified that the house was completed and that the work had been done properly.
5. The book contains proverbs phrasal verbs the meaning of everyday expressions and short stories.
6. After kibru had left the organization the business of the organization reduced significantly.
7. Dear Tulema I am writing this letter to you to share the victory achieved.
8. February 29 1896 the day on which Ethiopians uprooted the wrongly established thought of the white has always been commemorated throughout the peace-loving nations in the world.
9. The prevalence of peace needs contributions from each citizen doesn't it?
10. Shakespeare says "fear not to die but fear purposeless death."
11. Kill him not leave him. (Assume that the purpose of the order is not to kill the person)
12. After a good washing and grooming the pup looked like a new dog.
13. The ginkgo tree whose leaves turn bright yellow in autumn came to this country from Asia.
14. Go to the first traffic light turn left and then look for a yellow brick building on the north side of the street. That is the house of the new mayor
15. Be a person of excuse far-sighted and resourceful but don't hold grudges

I. Using Fullstop, Comma, Semi-colon and Colon



Activity 2.17

Instructions: *Use full stop, comma, semi-colon or colon in the following text where necessary and explain your reasons why you have decided to use each of them.*

When we write in English we use possibly different punctuation marks comma period (full stop) quotation marks question mark exclamation mark hyphen colon semicolon apostrophe etc these punctuation marks are seriously essential in writing because they have the power to change the meaning of idea therefore students must learn how and where to use them and practically apply them into their writing. If we simply see how a comma changes the whole meaning of a sentence let us see the following example **let us first eat mother** if the writer does not put the comma properly at the right place it is difficult or confusing for the reader to get the meaning.



Short Note

Use comma in the following situations:

- 1 to separate independent clauses when they are joined by subordinating conjunctions such as **therefore, moreover, however** and the like

Example: Patience is an important quality of a person; **however**, it needs maturity and critical thinking.

- 2 to separate off the subordinate clause from the main clause but do not use comma when the main clause appears initially

Example:

A. Because the situations are not convenient for him, he decided to disseminate pretexts. (correct)

B. He decided to disseminate pretexts, because the situations are not convenient (incorrect)

- 3 to separate words given in series in a sentence

Example: To speak English fluently, it is a must to develop your listening, speaking, reading, writing and other sub-language skills as best as you can.

- 4 to separate introductory phrases in direct speeches

Example: Tihitina says, "Education is the most important activity in my life."

- 5 Before sentences that are followed by tag questions

Example: I am sympathetic to children begging in streets, aren't I?

- 6 In relative clauses to separate off the non- defining clause but do not use comma when the clause is introduced with "**that**".

Example:

A. Those students, who frequently listen to English media, significantly

improve their listening skills. (correct)

- B. *Those students, that frequently listen to English media, significantly improve their listening skills. (incorrect)*

7 *To set off phrases at the end of the sentence that refers to the beginning or middle of the sentence.*

Example: Nancy waved enthusiastically at the docking ship, laughing joyously.

Semi-colon:

use a semi-colon in the following situations

1 *to join two related independent clauses in place of a comma and a coordinating conjunction (and, but, or, nor, for, so, yet).*

Example:

- A. *Our government wants different investors to involve in different investment activities in the country; important infra-structures have not yet been well constructed. This sentence can be rewritten with the same meaning:*
- B. *Our government wants different investors to involve in different investment activities in the country; however, important infra-structures have not yet been well constructed.*

2 *to replace a period (full stop) between related sentences when the second sentence starts*

3 *with either a conjunctive adverb or a transitional expression, such as, for example, for instance, that is, besides, accordingly, furthermore, otherwise, however, thus, therefore.*

Example:

- A. *Kapurie worked for many hours on all his homework; nevertheless, he was unable to finish all of it.*
- B. *Courses in universities require students to write essays, research papers and reports; therefore, you must improve your writing skills from time to time.*

Colon: Use colon in the following situations:

1. *to introduce lists in a sentence.*

Example: The following skills are important when you join a university: writing and speaking in English, taking important lectures, managing your time and cooperating with peers.

2 *when the second sentence explains, illustrates, paraphrases, or expands the idea in the first sentence.*

Example: He got what he worked for: his promotion is accepted by all of his colleagues.

3 *to separate hours from minutes with no space before or after the colon.*

Example: Our English teacher arrived at the classroom at 8: 20 a.m..

- 4 to separate chapter from verse in biblical references with no space before or after the colon.

Example: Psalm 17:25



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit one. Read each of them and put a tick (☑) against “Yes” or “No”

No	Descriptions	Yes	No
1	I can listen to a text and write main ideas in simple sentences		
2	I can work out the meaning of unfamiliar words from context as they are used in a listening text.		
3	I can describe a place that I visit for the first time using appropriate adverbs and adjectives.		
4	I can give advice or warning using the words such as “ought to”, “had better” and “must”.		
5	I am familiar with traffic rules and other precautions that enable me travel safely in big cities..		
6	I can use the words that I learnt from the reading passage in my day-to-day communications		
7	I can give my opinions on the texts that I read.		
8	I can use the phrasal verbs such as “fill in”, “fill out”, “fill up”,...in spoken or written language clearly when necessary.		
9	I can use simple past tense to express different past actions.		
10	I can construct structurally correct sentences for different purposes		
11	I can write the summary of a tex which is of medium size.		
12	I can write a short paragraph that describes a person, a thing or a situation.		
13	I can use a comma, a semi-colon and a colon in different sentences for different purposes.		

Unit Three

Punctuality

Unit Introduction



Dear Learner: In this unit, just as in the previous units, you are going to learn different language lessons that enhance your listening, speaking, reading, writing and micro-language skills such as grammar, vocabulary and punctuations. The listening lesson is entitled, "Punctual Students". Before you listen to the passage, first, you will find out the meaning of the words: "punctuality", "respect", "confidence", "tardiness", "procrastination", "conscious" and "commitment" from your dictionary and study their meanings. Studying the meaning of the above words will help you understand the main ideas in the passage with less difficulty. After you have done this, your second task, is to answer the pre-listening questions which have connections with the ideas that you will listen to the passage. Answering these questions will increase your interest to read the passage and predict what it is all about.

The third stage is to listen to the script (passage) and insert the correct word in the spaces provided. In the end, at the post-listening stage, you will list down the contributions of punctuality and associate them with your own day-to-day life. Doing this will help you associate the ideas that you have gained from the listening passage and express it in other language skills. Moreover, you will expand the lesson you have got from the listening passage.

In the speaking section, you will learn how to express your thoughts or your views using the expressions: "I think", "I believe" and "I know". In addition, you will learn how to give either positive and/ or negative responses to opinions using "so" or "neither". Before you give your responses, you are provided with study notes that guide you how to use each of them in your statements.

The next part is reading. Before you read the passage, you are expected to answer the questions that are presented for you as pre-reading activity. Your second task is to read the main ideas taken from the first two of the paragraphs and write out two sentences that can further explain each of them in your own words. Your third task is to re-read the passage and give your own reflection based on your experience about punctuality. Following this, you have two

vocabulary tasks. The first is to read the meaning of different words that are taken from the passage, and then you will find the correct word that each of them refers to. The second part asks you to read the list of words selected from the passage and write out their meaning based on their use in the passage.

After you have completed doing the reading activities, you will learn different word formation processes, that is, how to convert a noun to a verb, an adjective to a verb and an adjective to a noun. Learning the correct derivation of a word, that is, from nouns to verbs, nouns to adjectives, and the vice-versa is important to use the correct form for different purposes. Thus, it is essential to use your dictionary, learn their forms and meanings and use them in your communications whenever they are important.

The other lesson is phrasal verb. In this unit, you will learn the phrasal verbs such as: “get ahead”, “get back at”, “get along”, “get back to”, etc. First, you are expected to learn the meaning of each phrasal verb from your dictionary. Then, you will read each of the sentences which have contained a phrasal verb in bold and you will work out its meaning. Finally, you will write the meaning of each phrasal verb in your notebook.

The first grammar lessons in this unit are adverbs of time, frequency and manner. First, you will find a short note that can help you study how each of the adverbs mentioned above are used in different sentences correctly. To learn adverbs, it is necessary to know the forms of adjectives and nouns and the vice-versa. Similarly, you are given different adjectives from which you derive different adverbs and nouns. In the end, you are given a self-assessment activity which requires you to use the correct form of adjective or adverb by selecting from the alternatives given in parentheses.

The second grammar lesson is on revising the simple present tense. You remember that you learnt this tense in unit one. One of the uses of this tense is to describe habitual actions that people do every day. Accordingly, in this unit, you are asked to write five sentences that describe your everyday habits (things that you do every day). The third lesson is learning prepositions such as: “in”, “in”, “before”, “after” and “behind”. Accordingly, first, you will read the study notes and the example sentences carefully, and then you will put the correct preposition in the blank spaces given in each sentence.

The last part of the lesson is writing. To further develop this skill, first, you will practise how you use parenthesis, brace and bracket. This will help you avoid confusion in using each of them clearly and correctly in different sentences. In addition, you are going to learn writing a narrative paragraph. In the same vein, first, you will study the note that explains what a paragraph is and how, especially, a narrative paragraph is written. After you have done this, you will complete the

UNIT 3

paragraph entitled, "My Lateness is My Enemy" whose main idea is unpunctuality can affect the academic success of a student.

Unit Learning Outcomes

At the end of this unit, you are expected to be able to:

- ⌘ complete a text with different words and phrases by listening to it
- ⌘ associate the facts in the passage with your own life
- ⌘ use some of the selected words from the listening text in your everyday communications when situations demand of them
- ⌘ express your views using the phrases such as "I believe that", "I think that", "I know that",
- ⌘ respond to different views either affirmatively or negatively using "so..." and "neither...."
- ⌘ read, interpret and process the main points in the reading passage.
- ⌘ use the words that you have learnt their meaning from the passage in both spoken and written communications
- ⌘ use the correct form of a word in different sentences
- ⌘ Construct correct sentences using the phrasal verbs listed above both in your spoken and written communications.
- ⌘ acquaint yourself with different forms of adverbs of time, frequency and manner to use them in their correct form in different forms of communications
- ⌘ use the parenthesis and brace correctly in different writing
- ⌘ write a sensible narrative paragraph

Unit Learning Strategies/Methods



Dear Learner: To learn listening, you will use pre-listening, while-listening and post-listening ways of learning (strategies). This means, before you begin to listen to the script (passage), you will answer the three questions which will help you generate interest to listen to it and extract important information using your background knowledge or experience. Furthermore, you will look up the meaning of the words: punctuality, respect, confidence, tardiness, procrastination, conscious, commitment from your dictionary. Doing this will enable you to understand main ideas easily.

The second strategy is to tune in to the recorded script (passage), listen to it carefully, and fill in the blank spaces in the text with the words that you listen from the text. During the second round reading, try to listen and check whether the words that you have inserted are correct or not. If there are blank spaces that you have not filled in, try to pay attention to the part of the text where the word is available

and write it down. In the end, cross-check your answers against the ones given to you at the end of the unit. The third strategy is to reflect on the questions whose purposes are to further increase your knowledge about the topic and integrate listening with other language skills. In the same way, you will plan, think and write down the culture of Ethiopians in respecting punctuality, your behavior in becoming punctual and the like.

To learn speaking, first you will use a strategy of studying notes on the use of the phrases “I believe, I think, I know, etc., to express personal beliefs and thoughts. The second strategy is to read the dialogue between two students and write your thoughts or beliefs in the spaces provided thinking as if you were a representative of one of the dialoguers. The second part of the lesson is giving responses to different opinions using *so + auxiliary verb+.....* and *neither +auxiliary verb+.....*. To learn the use of the above expressions, first, you will use the strategy known as advance organizer (you will select the correct form of the above expressions from the alternatives given in the parentheses and make the responses complete using your previous knowledge or experience). If you have difficulties to do the activities, go to the notes, read them carefully and avoid your doubts.

You will learn reading as usual using the three different strategies: answering pre-reading questions (questions that you answer before you begin to read the passage entitled, punctuality), answering while-reading (a question that you answer as you engage yourself into the reading task) and answering post-reading questions (questions that you answer by connecting the facts in the passage with your own experience or realities you observe in your community.

As discussed above, you will answer the three questions as a pre-reading activity by referring to your experience or observation in the community. You can do this by thinking and examining the culture of your community in giving value to punctuality. Then, write your answers into your notebook. This will help you increase your motivation to read the passage and get the most important ideas.

When you begin to use the second strategy, while reading, you will do six different activities. First, you will read the two questions and then go to the first two paragraphs and re-read them carefully, and then write out the main idea of each paragraph in your own words. Second, you will read the main ideas of paragraph 3 and 4 and then you will write two sentences that support each of them using your own words.

Third, you will read the whole passage once again and answer the questions that need your critical reading and thinking skill. Fourth, you will find what five of the words given after the passage refer to. To find

out what the word or phrase in the passage refers to, you should read the sentence which carries that word very carefully and try to get its meaning. If this does not help you find out the exact word or phrase it refers to, examine the sentence that comes before and after the referent and determine what it refers to. Fifth, you will find out a word which is equivalent in meaning to those listed after the passage. Six, you will find out the meaning of the words taken from the passage contextually or by referring to your dictionary.

The next lesson is word formation. To learn the type of word, that is, whether it is a verb, an adjective or an adverb, check from your dictionary and then write it out into your notebook. Then, fill in the blank space in the table with the correct form of the verb, noun or adjective. After you have done this, select the correct form of the word from the alternatives given in the parentheses and complete each sentence.

The other lesson is on phrasal verbs. To learn how you use the phrasal verbs: get ahead, get back at, get along, get back, get around to, get behind, etc., first find the meaning of each phrasal verb together with the example sentence from a dictionary. Study each meaning carefully until you understand it properly. Finally, work out the meaning of the phrasal verb written in bold in each sentence and cross-check your answers against those given at the end of this unit.

The grammar lessons are on adverbs of time, and frequency and adverbs of manner, reviewing simple present tense and using the prepositions: on, in, before, after, etc. To learn adverbs of time and manner, first, you will use your self-learning strategy such as advance organizer, that is, before you read the short notes and understand the uses of the above adverbs, you will write them in the spaces given in the dialogue and make it complete using your previous knowledge or experience. After you have done this, cross-check your answers against those given at the end of the unit.

In case, you have difficulties to use them correctly, go to the short study notes, read them carefully and avoid your limitations. The next strategy is to use your dictionary and look up the adverb form of different adjectives and fill them in the spaces given in the table.

To learn prepositions, first, you are advised to use the strategy of reading and understanding the notes with example sentences in the module very well and then writing the correct preposition in the spaces given in each sentence. The other lesson is reviewing the use of simple present tense. As you remember from the lesson in unit one, one of the uses of this tense is to describe activities that you do

every day. Accordingly, you will first think the different activities you do frequently and write five sentences that describe your everyday activities.

The first writing lessons in this section are on punctuation marks: brackets, braces and parentheses. To learn and use them practically, the preferred strategy is to study the notes and do the self-checking activities given to you next. The second one is writing a narrative paragraph. As you have done above, first, you will read the study note given to you on the definition, the requirements of a well written paragraph, the components of a paragraph and the nature of a narrative paragraph. After you have understood the ideas in the note, you will use the outline given in the module to complete the narrative paragraph entitled, "My lateness is My Enemy".



NB: An outline is the list of main points or map of your writing that you generate or write down on a sheet of paper before you begin to write your paragraph or essay. Preparing an outline before you begin to write can help you decide the ideas that you discuss in your paragraph or essay, the way you arrange ideas coherently, and the adequacy of the content.



Listening

Section Overview



Dear Learner: You are going to listen to the script (passage) entitled, "Punctual Students". It talks about what punctuality is, its benefits, and specifically the Ethiopians' culture and attitude towards punctuality. Moreover, you will look up the meaning of the words: punctuality, respect, confidence, tardiness, procrastination, conscious, commitment from your dictionary and study their meanings along with the example sentences. Understanding the meaning of the above words will help you easily comprehend the main ideas in the passage. Besides the above benefits, you can use the above words in your everyday communications when/where they are necessary.

To achieve this, first, read the questions given before the passage, generate and write the answers using your background knowledge and/or experience. This is an important part of the lesson due to the fact that answering such questions is a useful learning strategy to motivate yourself to listen to the passage and get the most essential ideas, predict what the passage is all about, and integrate listening with other language skills.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ give attention to words/phrases that have key role in transferring ideas while listening to spoken sources
- ⌘ associate the facts in the listening passage with your own life
- ⌘ use the words selected from the listening script during your communications when/where they are essential

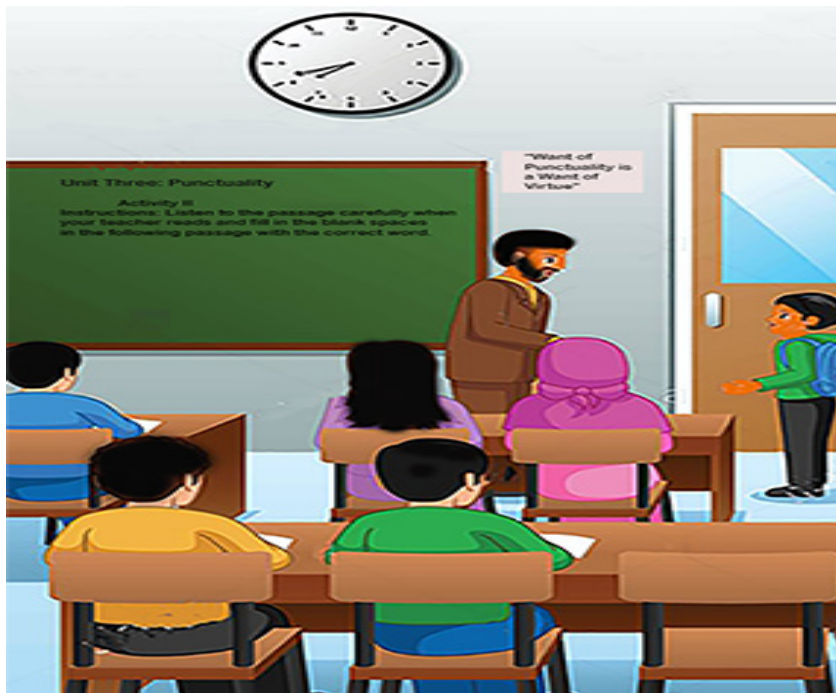


Fig. 7: Unpunctual student disturbing the class

3.1 Listening: Punctual Students



Activity 3.1

Instructions: Now, you are going to listen to a passage entitled, “Punctual Students”. Before you listen to the passage, try to think and write out your answers to the following questions using your background knowledge or experience.

1. What is your attitude towards punctuality for different appointments or events?
2. What is your opinion about the Ethiopian culture concerning punctuality?
3. List down the different benefits of punctuality in human life.
4. Describe the meaning of the following words so that you can

understand the passage with fewer challenges: **punctuality, respect, confidence, tardiness, procrastination, conscious, commitment.**



Activity 3.2

Instructions: Listen to the passage carefully and fill in the blank spaces with the correct word or phrase. Finally, cross-check your answers referring to the answer key given at the end of the unit

Punctuality is a habit of attending a task on time. In a wider sense, it's a habit of doing things at the right time. Punctuality is the key to get _____ **1** in everyone's life. Enough has been said and written about the _____ **2** benefits of punctuality. Time conscious people understand punctuality not only just because it is a valuable behavior but also because it lets them live a stable, secured and self-confident life that can be a role model in the community. Consequently, top people in the field of business, sports, politics and arts are always punctual and that is always visible in their everyday activities.

When we link the matter with students' life, it is of many _____ **3**. First, if a student is punctual, she/he gains respect and social acceptance from all members of the school community. Second, punctual students free themselves from conflicts that may result from failure to meet deadlines for submitting assignments or reports. If you, as a student, has promised to study something or complete an assignment before or on time but were unable to do so, then you essentially break the promise. On the other hand, if you submit the assignment on or before time, then your class teacher and classmates will see you as a student with _____ **4**. Third, punctuality gives students the _____ **5** they need in life and plays a very vital role in increasing their academic success. Punctuality serves as their own _____ **6** that symbolizes their discipline, strictness, time management skill and commitment to success. Fourth, punctual students develop a sense of self-confidence and _____ **7**. Because of this, everyone feels confident when such students are given responsibilities either when they are at schools or join the world of work because punctuality is one of the requirements that enable them discharge responsibilities trusted up on them efficiently and effectively. Fourthly, punctuality is just one of the several requirements to live a _____ **8** life. Once students become punctual in all of their daily dealings, it will help them kick away laziness and negative attitude from their life. It also has a chain reaction on other aspects of their life as it helps them become better citizens. In general, when students _____ **9** the benefits of punctuality in their mind and always strive towards its implementations, they always plan in advance,

evaluate progress, work hard to be clear about what they want from life.



Activity 3.3

Instructions: Answer the following questions by connecting the ideas in the passage with the realities you observe in your community.

1. Why we Ethiopians are always criticized for punctuality?
2. What is the most important idea in each paragraph?
3. Have you decided to become punctual as a student and when you live in the community?
4. How can you contribute your share in instilling the concept of punctuality in the community you are living?

Section Overview



Dear Learner: As you understand, we all human beings have different personal thoughts and beliefs on different matters, issues or questions. Accordingly, to express your thoughts and beliefs, you need to know the expressions that are frequently used in your everyday life. To achieve this, study the note given below until you understand how you use each phrase or expression. Then, read the dialogue between Farah and Momina thoroughly and express your thought or belief in a complete sentence using the expressions listed below. If you have difficulties, refer to the study notes. The second self-check activity is intended to give you further opportunity so as to express your thoughts and beliefs. Correspondingly, read both of them carefully and give your thoughts and beliefs.

The third activity is to learn how to use so+ auxiliary (helping) verbs+..... and neither+ auxiliary verbs (helping) verbs +.... To this an end, read and understand the study note and choose the correct expression from the alternatives given in parenthesis to complete the statement given by one of the dialoguers. If you still have difficulties in doing the activity, refer back to the note and study how you use each expression.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ☞ express your thoughts and beliefs using the phrases such as “I believe that”, “I think that”, “I know that” in different communicative situations
- ☞ respond to different thoughts and beliefs either affirmatively or

negatively using "so..." and "neither...."



Study Note

To express beliefs and thoughts, we use the expressions such as:

I think..... I don't think

I believe..... I don't believe in

I know..... I don't know

We use the verb "**believe**" when we want to express something based on truth or our conviction but we are not fully confident whether the fact or our conviction is well accepted by our listeners. We use "**think**" to state our opinion. It is a personal view subject to criticism and disapproval. We use "**know**" when we have information in our mind.



Self checking Activity 3.1

Instructions: Read the dialogue carried out between Abdulmejid and Meiro and then write your thought or belief using the expressions: "I believe", "I think" or "I know" to the Statement given by one of the dialoguers

Abdulmejid: How can we succeed in our studies at schools?

Meiro: I believe that attending to each lesson carefully, managing time and working hard are most important requirements

Abdulmejid: I think what you have said is correct but you have missed an important requirement, that is, working in teams.

Meiro: You are right. I **know** that team work is important for success not only at schools but also in other activities outside schools but I **think** that there are some students who are naturally abhorrent to team work.

Abdulmejid: _____.

Meiro: You see, we students have our own style of learning but I always **believe** that no one can be successful in doing things alone as we human beings by our nature are social animals.

Abdulmejid: I accept what you are saying but I think that the right of people to do anything according to their own interest should always be respected as long as they comply with the rules and regulations.

Meiro: _____.

Abdulmejid: I know that the pieces of advice you have given me are very important but my problem is though I study hard, I do not score good results in all subjects.

Meiro: I **think** such problem is not only yours. I **know** that my friend, Mahlet, has also the same problem. To solve the problem, the first thing is to change the way you study each subject and understand the method of each teacher's teaching and modes of assessment.

Abdulmejid: _____.

Meiro: _____.

Abdulmejid: I believe that discussing with friends is a good habit. You see due to the discussions I have held with you, I have got lots of lessons that can change my style of learning and studying my lessons. So, I am a huge thinker that everything has a solution as long as discussants are reasonable and transparent.

Meiro: _____.



Note also that to express strong belief or convey strong opinions, we use the phrases such as: **I strongly believe that, I am sure that, I definitely think, I have a huge belief, I am a great believer**_____.

Look at the examples given below for better understanding

- 1 Dr. Sileshi **strongly believes** that using River Nile for mutual benefits is the only solution that enables the downstream countries to use the water equitably.
- 2 I am a **great believer** that if there is a feeling of supremacy in the mind of any individual or community, it is obvious that there is always a visible or invisible confrontation.
- 3 Tihitina **definitely thinks that** quality education is the only key to the development and transformation of a nation.
- 4 Afomia has **a huge belief that** everyone has her/his own unique quality that can never be found in another person's.



Self-checking Activity 3.2

Instructions: Express your thoughts or beliefs on each of the following statements.

1. We, Ethiopians, have to largely depend on our own local products.
2. People are most alive when they are in love.
3. If people are forced to remain silent, they are immigrants.

3.1.1 Using “so” and “neither”

Look at the following conversation between two students using “so” and “neither”.

John: I always prefer to keep quiet to talking with an irrational person.

Emily: So do I.

John: My friend hardly speaks any French words.

Emily: Neither do I.



Self-checking Activity 3.3

Instructions: Use the correct expression from the alternatives given in parentheses to complete the sentences given below.

1. **Bonsa:** My laptop computer has lots of modern applications.

Kurat: _____. (so has mine/so is mine/neither has mine)

2. **Bonsa:** My mother hates mischievous people.

Kurat : _____ (so does my father /so is my father /neither is my father)

3. **Bonsa:** My friend and I seldom revise each day's lesson every evening.

Kurat : _____ (so do I/ neither do I/ neither don't I)

4. **Bonsa:** My sister does not like a person who talks when he/she eats food.

Kurat: _____ (neither does mine/so does mine/neither does not mine)

5. **Bonsa:** Kidus always visits the poor every month when he collects his salary

Hirut: _____ (so is Hana/so does Hana/ neither does Hana)



Short study Notes

"so" is used to give confirmation positively to an opinion or statement made by the earlier speaker but "**neither**" is used to disapprove or oppose the first speaker's opinion or statement. "**Neither**" cannot be used with a negative verb since it has negative meaning by its own.

Consider also that both "so" and "**neither**" are always followed by **auxiliary verb + pronoun**.

3.2 Reading



Section Overview



Dear Learner: To further enhance your reading skills, you will read the passage entitled, "Punctuality" and practise different activities using different learning strategies. Before you read the passage, you are expected to answer the three questions that help you activate your knowledge on "punctuality" and predict what the passage is all about. To this effect, read each of them carefully and write your answers in your notebook using your background knowledge.

Section Learning Outcomes

At the end of these lessons, students are expected to be able to:

- ⌘ read, interpret and process the main points in the reading passage.
- ⌘ use the words that you have learnt from the passage in both spoken and written communications



Activity 3.7

Instructions: Read the passage below and answer the questions that follow it.

1. Punctuality is strictly availing oneself or doing something exactly at an appointed (scheduled) time. Though it is **undermined** in many work places, it is one of the qualities of a duty-minded and disciplined person as it reflects his/her good image about work and human beings in general. Thus, it is part of an important life skill that contributes greatly to success in every aspect of life. For further understanding, let us see the different benefits of punctuality with some **substantive** evidences discussed below.
2. First, being on time for a meeting, an event, a class or even a party shows that you are giving due respect to the people who are coordinating the activities and others who are taking part with you. When we see this concept in **alignment** with the Ethiopians' culture of time utility in everyday life, many people always arrive ten or more minutes late to work, appointments or events. They just seem to have an internal clock that is lagging behind. Usually when they arrive late, they request an apology under the guise of telling the old **platitute** '**yehabesha ketero**' (socially accepted norm of Habesha people to procrastination) or tell you how busy they were with other activities. We all Ethiopians know that there is a wrongly accepted norm with regard to punctuality. When people with high level of responsibility **procrastinate**, it is meant that their life and the activities that they had been engaged in are more important than others or late arrival is interpreted as signs of importance, greatness or business than other participants who strictly respect **untardiness**. In fact, degree of responsibility varies from individuals to individuals. The argument of the writer is that scheduling and managing time is one of the qualities required of modern managers or executives. Therefore, punctuality has to be the culture of every citizen of the country irrespective of his/her position and wealth.
3. Second, if you are always punctual, most people will naturally assume that you are duty-minded, responsible and courteous. If you arrive at work on time, hand in your assignments on time, are

punctual to meetings and various **commitments**, your boss and co-workers will think of you as a diligent, civilized and disciplined person. Whom do you think a **level-headed** executive would assign for a position which requires a strong sense of responsibility? The answer is obvious. Mostly it is a person whom he/she thinks is committed to his/her career and always punctual for work and other important events. However, as discussed above, most of the time executives themselves are found unpunctual for meetings or other important activities. We all hold a belief that executives have to be role models in every activity they perform to the people that they are leading. To this effect, respecting appointments is one of the requirements expected of them. It is always important to remember the proverb which goes as: "Procrastination is a thief of time."

4. Third, **promptitude** tells others that not only you are giving recognition to the importance of the meeting, the work or the assignment but also you are conveying a message that you are respecting them as individuals or teams who have their own responsibility to discharge not less than yours. If you always start a project or if you are always late to meetings, your **tardiness** tells your boss that you have less attention to the importance of the work and possibly to the overall objectives and policies of your organization. As far as I am concerned, if I am an official to manage certain activities in a given organization, I will much rather give added responsibilities to those who do not make me wonder if they finish tasks on time and those who do not make me feel as if they are throwing something together at the last minute. To conclude, progress, prosperity and civilizations have strong connection with **conscious** time management and utilization. Therefore, the more we develop the habit of punctuality, the better we achieve the goal we set earlier. Now, as a student, have you decided to be always punctual?

1. Write the main idea of paragraph one and two in one sentence for each.
2. The following main points are taken from paragraph three and four. Write two or more sentences that give supportive details to each of them.
 - a) Punctuality marks both respect for time and different good qualities of a person.
 - b) Punctuality is considered as one of the qualities of a committed worker in an organization.
3. What does the phrase "**life skill**" in paragraph one refer to?
4. What do you think is the attitude of the writer towards the saying in Amharic "**yehabesha ketero**" (reluctance of Habesha people for an appointment)?

**Activity 3.8**

Instructions: Answer the following questions by referring to the contents of the passage.

1. According to the passage, what is the common understanding of people if highly responsible officials are late for meetings or other appointments?
2. Which of the paragraph in the passage tells us the relationship between punctuality and respect for human beings? How?
3. Some people are heard that if a person is always punctual, she/he has not yet built self-confidence. Do you agree or disagree? Why? (Give your opinion by referring to the passage)

3.3 Vocabulary**Section Overview**

First, you will go through the passage and then try to work out the meaning of the phrases given in bold or look up their meaning from a dictionary, and then for the first part of the activity, write the word or phrase that has the same meaning as the ones given after the passage. For the second part, read each word and find the word or phrase that represents each from the passage.

Section Learning Outcomes

At the end of these lessons, the students are expected to be able to:

- ⌘ use the words that they learnt from the passage in their communication where necessary ⌘

**Activity 3.9**

Instructions: Find a word which has the closest meaning with the phrases given below from the above passage.

1. not to delay
2. old way of saying
3. overlook or make something less important
4. highly important
5. connected or linked to



Activity 3.10

Instructions: Look at the following words from the passage, try to work out their contextual meanings and construct your own meaningful sentences using each of them.

1. level-headed: _____
2. conscious : _____
3. procrastination: _____
4. stamina: _____

3.3.1 Word Formation

Section Overview



Noun is a word that we use to name a person or something. A verb is a word that we use to describe an action and an adjective is a word that we use to modify or give additional information about the noun. In the same way, you will learn different word formation processes, that is, to convert noun to verb, adjective to verb and adjective to noun.

Section Learning Outcomes

At the end of these lessons, students are expected to be able to:

- ⌘ use the correct form of nouns, adjectives, adverbs and verb forms in different sentences to communicate successfully



Activity 3.11

Instructions: Look up the correct derivative form of the word given in the table below from your dictionary and write it down in the blank spaces.

II. Noun to Verb

No	Noun	Verb	No	Noun	Verb
1	advice	advise	5		repeat
2	report	report	6		produce
3	examination	examine	7		clarity
4	revision		8		maintain

III. Adjective to Verb

	Adjective	Verb
1	pronounceable	
2	maximum	
3	sensitive	
4		reason
5		define

IV. Adjective to Noun

	Adjective	Noun
1	dangerous	
2	childish	
3	national	
4		confidence
5		function



Activity: 3.12

Instructions: Fill in the blank spaces with the correct form of the word given in parentheses.

- Currently, the biggest _____ (national/nationalism) issue is improving the cost of living of the citizens.
- _____ (confidential/Confident) people always talk freely what they feel wherever they go.
- Ato Forsido is good at reasoning when he argues with people but sometimes he shows _____ (child/childish) behavior that is not expected of him.
- Tufa is expected to _____ (reporting/report) the performance of the company with _____ (reasonable/reasoning) data ahead of the next week meeting.
- The corporate executive officer made the employees sign the contractual agreement _____ (forcibly/forcely)
- I could pronounce the word "antidisestablishmentarianism" after a long process of _____ (repetitive/repeated) trial-and-error.
- The chairperson finally figured out that _____ (maximizing/maximize) the number of participants in the meeting can be _____ (danger/dangerous) as the chance to catch COVID 19 is still high.
- The newly installed duplication machine has not yet been _____ (function/functioning), so we should look for another one.

3.3.2 Phrasal Verbs

Section Overview



In this unit, you will learn the phrasal verbs such as: “get ahead”, “get back at”, “get along”, “get back to”, etc. First, find out their meanings from a dictionary. Then, read each of the sentences which have contained a phrasal verb in bold and work out its meaning. Finally, write the meaning in your notebook.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ familiarize yourself with the meaning of the phrasal verbs listed above
- ⌘ use each phrasal verb in your spoken or written communication when/where they are essential



Activity 3.13

Instructions: Find out the meaning the phrasal verb given in bold in each sentence below from a dictionary and write down its meaning in your notebook.

get ahead	get along	get around to	get away	get back
get back at	get back to	get behind	get on by	get down

1. In Ethiopia, nowadays, most government employees could not **get on by** their own monthly salary, so they are seen running here and there to get a part time job.
2. When the discussions in a meeting are boring and disorganized, I often prefer to **get away** as my anger grows faster and faster.
3. When I began to write my essay, no idea could come to my mind. Nevertheless, I decided **to get along** until essential ideas emerge.
4. I have the belief that he has been my closest and intimate friend but currently he is attempting to attack me in a hidden way. I did not want to take a revenge though it is easy to **get back at him**.
5. I have a plan to write his biography but due to time constraints, I have not yet made it practical. This year, however, after passing through different ups and downs, I **got around to** it.
6. Now, it is difficult to discuss the matter with you as I am busy with a variety of activities. Hopefully, I will **get back to** you next

week.

7. We have given them repetitive supports but still they could not **get behind** their theses.
8. If you want to improve your writing skill, the first thing expected from you is to **get ideas down** on a sheet of paper as they are. It will be improved after continuous editing and reviewing.

3.4 Grammar

Section Overview



To learn adverbs of time and manner, first you will use your self-learning strategy such as advance organizer, that is, before you read the short notes and understand their uses, you will write the correct form of the adverb in the spaces given in the dialogue using your previous knowledge or experience. After you have done this, cross-check your answers against those given at the end of the unit.

In case, you have difficulties to use them correctly, go to the short study notes, read them carefully, and avoid your limitations. The next activity is to use your dictionary and look up the adverb form of different adjectives and fill them in the spaces given in the table.

To learn the prepositions on, in, before, after, behind, ahead, first, read the note written in your module here below. Second, study the example sentences very well and examine how and why each proposition is used. then put the correct preposition in the spaces given in each sentence. The other lesson is reviewing the use of simple present tense. As you remember from the lesson in unit one, one of the uses of this tense is to describe activities that you do every day. Accordingly, think of different activities that you do every day and write five of them in five sentences.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ use the correct form of the word (noun, adjective or adverb) correctly in different sentences
- ⌘ express your opinions using adverbs of time, frequency and manner both in your spoken and written communications
- ⌘ describe different routine activities using simple present tense
- ⌘ apply the prepositions mentioned above in different sentences for a variety of purposes

3.4.1 Adverbs of Time and Frequency

Adverbs of time are words/phrases that tell us when things happen. In another way, they are words/phrases that often describe when a certain action happened. The most commonly used adverbs of time are: when, while, after, yesterday, tomorrow, now, last week/ month, year, soon, ago, etc. Adverbs of frequency, however, denote the time length of an action or an event. The most commonly known adverbs of frequency are how long, how often, always, often, regularly, frequently, occasionally, sometimes, etc.



Activity 3.14

Instructions: Use the time adverbs given in the box below and fill in the spaces in the dialogue.

after	while	when	often	how often	ago
for a long time	before	seldom	as soon as	until	

Tenkir: _____ 1 do you visit the most tourist attraction sites in Ethiopia?

Dendir: Eh....I visit such places very _____ 2 as I am always busy with different activities; moreover, I don't have money for transportation and accommodations.

Tenkir: The same is true with me. I visited Sof Umer Cave about ten years _____ 3.

Dendir: You see, I lived in the town nearby this cave _____ 4; however, I had not attempted to visit it. Now, I am regretting seriously.

Tenkir: I always think to visit different places _____ 5 I finish my work. Of course, sometimes I plan to visit especially religious places _____ 6 I engage myself into the day's work. As I have already told you, my most serious problem is shortage of time I have had.

Dendir: Last week, one foreigner came to me and asked me the places I have visited _____ 7 I was sitting and relaxing in a park. For the time being, I could not say a word to him _____ 8 he finishes his idea.

Tenkir: This is a question that foreign tourists _____ 9 ask Ethiopians _____ 10 they come to this country. The main reason is they have strong appreciation for different attractions in Ethiopia.

3.4.2 Adverbs of Manner



Activity 3.15

Instructions: Write down the sentences given below in your notebook and then try to identify the adverbs of manner using your

background knowledge.

1. The artist's lovely speech that he delivered in a lovely manner in the new stadium inspired many citizens to join our national defense army and protect the country from humiliation and fragmentation.
2. I was to punish him but I changed my mind when he approached me in a friendly way.
3. He speaks English like native speakers. Has he ever lived in English speaking countries?
4. It is good to listen patiently when people speak to you angrily.
5. Yesterday I was not happy with your work but today you have done it well.
6. Rebeka studied all the subjects so hard that she stood first among all grade ten students.
7. His report reached me late, so I could not read it deeply and give comment on it.
8. Lazy students always arrive at schools late. One of the reasons might be their problem to wake up from their bed early.
9. Why do some people want to behave as if they were the only people to decide on others' life?
10. Though Kolcha gave me his brotherly advice in a brotherly way, there are things that he has not taken into consideration.

**Short Note**

An adverb of manner tells us how something happens, that is, whether it has happened quickly or slowly. They are usually placed after the main verb or after the object. They are usually formed from adjectives by adding -ly. If an adjective already ends in -ly, we use the phrase "in a way" or "In...manner" to express manner: A few adverbs of manner such as, 'early', 'late', 'fast', 'hard', 'low', have the same form as their adjectives.

Example

1. Your early preparations have made the discussions fruitful even if you have not arrived at the meeting place as early as possible.
2. The chairperson himself is late for the meeting today but he has always criticized late comers.
3. Fast foods may not be necessarily eaten fast.
4. Though people understand him as a hard worker, he does not work hard in the absence of his boss.
5. Some people express their internal feelings silently.

6. A good teacher always treats his/her students in a lovely way.
7. Can you provide us with daily information about current events daily?

NB: Make a sure that an adverb cannot be placed between a verb and its direct object.



He ate **quickly** his lunch. (**incorrect**)
 He **quickly** ate his lunch. (**correct**) or
 He ate his lunch quickly.



Activity 3.16

Word Derivation:

Instructions: Write the adverb form of the adjectives given on the left hand side. The first one is done as an example for you.

	Adjective	Adverb
1	slow	slowly
2	sad	
3	loving	
4	loud	
5	soft	
6	cosy	
7	angry	
8	hasty	
9	noisy	
10	good	
11	hard	
12	late	
13	fast	
14	straight	
15	surprise	

3.4.3 Tense: Reviewing The Simple Present Tense



Activity 3.17

Instructions: Be in groups of four and write five sentences that describe your habits. The first one is done as an example for you.

Example: I always take shower with cold water.

1. _____

2. _____

3.

4.

5.

3.4.4 Prepositions

Using the prepositions: **on, in, before, after, behind, ahead**

I. The preposition “on” is used with the following expressions

on foot, **on** Monday, **on** balance, **on** September 11, **on** condition, **on** one's own, **on** the contrary, **on** the other hand, **on** the way, **on** time, **on** New Year's Day,

Examine how the preposition “on” is used in the following sentences

1. Nowadays most aged people prefer to walk **on** foot to taking a taxi due to its health benefits.
2. **On** balance, we need to look for new business soon.
3. **On** condition that you finish this assignment today, I will let you take a two-day break.
4. Always struggle to live **on** your own. Dependency is not less than beginning.
5. Nega is a diligent worker in our company; **on** the other hand, his friend, Ashebir, is very lenient and careless.
6. We would think there is a lot of potential to the idea. **On** the other hand, it's certainly a risky proposition.
7. You will find a big modern church on your way to Piazza.
8. **On** the whole, disintegration never benefits anyone.
9. My nephew was born **on** the Ethiopians' New Year's Day
10. The professor is giving speech **on** the current affairs of the country.

II. Using the preposition before and After

Look at how the preposition **before** and **after** are used in the following sentences.

1. **Before** I finish any chapter of the lesson, I give a test to my students.
2. Sinidu got a good job in a private company **after** completing her university education successfully.
3. I always thank God **before** and **after** sleeping.

III. The preposition “in” is used in the following conditions

in the past, **in** September, in 1959, **in** summer, **in** my opinion, **in** the next century, **in** the mid night, **in** the corner, **in** the north, **in** the street, **in** English,

Examine how the preposition "in" is used in the following sentences

1. **In** the past, people used to measure time with water.
2. Rainy seasons begin **in** Ethiopia in June.
3. I was born **in** 1959 E.C
4. **In** my opinion, first knowing oneself very well is the best knowledge of all others
5. Someone came and knocked on my door **in** the mid night; I did not sleep then after.
6. Nowadays there is severe war **in** the northern part of our currently.



self test Activity 3.4

Instructions: Insert the correct preposition (on, in, before, ahead, behind) in the spaces given in each sentence below.

1. It is a good habit to read the instructions of each activity _____ you begin to do any activity.
2. The man likes to give answers _____ the spot; he does not like to backbite people in their absence.
3. She is backward _____ her studies.
4. Do you believe _____ diversity?
5. Guess what I have _____ my hand?
6. _____ the whole, what you have done is important for our future work.
7. You should save some money _____ condition that you get sick unexpectedly.
8. _____ principle, work is life.
9. Reading is a language skill that enables you to accumulate knowledge. Writing, _____ the other hand, is a language skill that enables you display the amount of knowledge you have stored.
10. _____ you give opinions, it is highly important to think twice.
11. If a man succeeds _____ achieving something, some people say that there is a woman _____ him. In my opinion, however, she is in front of him or at side of him.
12. When I drive to Addis, my colleague was _____ me. After a while, however, he disappeared for unknown reason.
13. One of my friends has written an excellent book _____ the title "Qualities expected from Modern Humans"
14. Koticha is _____ the time. He told us a year ago that the present events would emerge as social problems.

3.5 Writing



Section Overview



Under this section, you will learn two writing lessons: The first one is practising parenthesis, brackets and braces and the second one is writing a narrative paragraph. Knowing the correct use of parenthesis and braces will help you avoid confusion in using each of them clearly and correctly in different written sentences. In addition, you are going to learn writing a narrative paragraph. Accordingly, first, you will study the note that explains what a paragraph is, its essential requirements, its components and how especially how a narrative paragraph is written. After you have done this, you will complete the paragraph entitled, "My Lateness is My Enemy" whose main idea is unpunctuality can negatively affect the academic success of a student

Section Learning Outcomes

At the end of these lessons you are expected to be able to:

- ☞ use bracket, parenthesis and brace correctly in different written communications.
- ☞ write a sensible narrative paragraph

3.5.1 Punctuations

a) Brackets ([])

- *Use square brackets to include words within a reported sentence that is not part of the original quote.*

Example: The president said that some of the research papers [presented in the seminar] show solved problems but do not show how to solve problems.

b) Braces ({ })

- *The main use of a brace in writing is to show number set.*

Example: Can you find the subset of set A and B? A = { b, f, j, o, t }, B = { j, o, g, p, w },

c) Parentheses (())

- *We use Parentheses to include further detail or qualifying remarks.*

Example: Artist Dr. Tilahun Gessesse (1933____2001), the legendary singer, his works transfer from generation to generation with their beautiful melody and taste.

3.5.2 Writing a Narrative Paragraph

A paragraph is a group of sentences written orderly to explain mostly one main idea to the reader. The sentence that carries the main idea is called a topic sentence. Other sentences give support to the topic sentence so they are called supportive details. When you write a paragraph, first, you should produce an outline. An outline is the raw idea that you produce in the form of phrases or short sentences before writing your final paragraph. Preparing an outline before you begin to write your paragraph helps you know the areas where you focus when you write your paragraph. Second, when you write your paragraph make sure that the ideas in each sentence should be in their correct order. If not, your readers will face difficulty in understanding what you are saying. Third, you should avoid any idea that does not have direct connection with the topic sentence.



Activity 3.19

Instructions: Use the outline given below the study note and complete the narrative paragraph by adding three to four sentences.



Short Note:

A narrative paragraph is a paragraph which tells us a story. When you tell a story either at paragraph or essay level, you need characters (people, animals or things) about whom the story talks. Second, you need main point (theme) that the reader takes as important moral lesson. Third, setting, (the time and place) where the events in the story take place, are essential

Example of an outline to write a paragraph on punctuality.

Assume that the title of your paragraph is “**My Lateness is My Enemy**”

- *the place where the story took place - Addis Zemen*
- *time - summer*
- *late arrival for classes*
- *missing a test that carried 10 points*
- *the declination of rank from first to second*
- *missing the school reward*

“My Lateness is My Enemy”

The story took place in Addis Zemen Primary School in 2001 E.C. I am always punctual in my life but one day unusually I could not wake up from my bed at the right time. When I looked at my watch, the class time had gone by 40 minutes. I collected my belongings hurriedly and ran to school. When I arrived there, the school gate had already been closed.



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit one. Read each of them and put a tick (☑) against “Yes” or “No”

No	Descriptions	Yes	No
1	I can listen to a text and complete sentences.		
2	I can give my own opinion on on different matters that I listen from different spoken sources.		
3	I have changed my attitude towards punctuality, so I will be punctual for different appointments or activities.		
4	I can express my views on different ideas from others positively(affirmatively) or negatively.		
5	I can express my views using the expressions “I believe that”, “I think that”,.....		
6	I can explain the benefits of punctuality and disadvantages of being unpunctual..		
7	I can use the noun, adjective and adverb forms of different words I learnt in this unit in different sentences correctly.		
8	I can use the words that I learnt from the passage in spoken and written English.		
9	I can use the phrasal verbs “get along”, “get back at”, “get back to”, etc., in spoken or written language clearly when they are needed in different communicative situations.		
10	I can use adverbs of time, manner and frequency correctly in different sentences.		
11	I can use parenthesis and brace correctly when I write sentences.		
12	I can write a short narrative paragraph which talks about different topics.		

Unit Four

Tourist Attractions

Unit Introduction



Dear Learner: You are going to further learn each major language skill (listening, speaking, reading and writing) and other minor language skills (vocabulary, grammar and punctuation marks). The listening lesson, is entitled, "Giving Information to Tourists". Accordingly, at pre-listening stage, you will describe the most known tourist attraction areas in Ethiopia. At the second, while-listening stage, you will listen to the script (passage), take notes and write the main ideas from each paragraph. After you have done this, you will write few pieces of information for tourists that guides them about the place that they have planned to visit.

The first speaking part will provide you with lessons that enable you learn how to express your agreements and/or disagreements using the expressions: "but +subject+ auxiliary verbs+.....and neither+ auxiliary verbs+ subject". In the second part, you will practise how to give oral reports using a variety of expressions.

The reading passage is entitled, "Tourism". As usual, first, you will answer two pre-reading questions whose focus is to give you a chance to explain about the contributions of tourism to the development of a country. In the second part, you will fill in the location of tourist attraction areas in Ethiopia given in the table. In the third part, you will practise the meaning of different words that are going to be used in the reading passage.

The next lesson is vocabulary taken from the passage. You will re-read the sentence that consists of each word, work out its contextual meaning and write its synonym or a word which has the same meaning. If you have difficulty to do this, you will use your dictionary and find out an equivalent word. The activity that comes next is to construct your own meaningful sentence using each of the words you have learnt. The last part of your vocabulary work is to re-read the sentence that consists of the words selected from the passage and write out what they refer to.

The focus of the word formation part is to enable you to learn the pattern of "noun+ noun", "adjective + noun" and "noun +verb" formations in English. To understand their uses, you are provided with short study note with examples in different sentences. The other word formation lesson is learning and using the phrasal verbs attached to the verb "get" such as: "get on", "get over", "get off", "get over with", "get in", "get through", "get out", etc. First, you will find out the

UNIT 4

meaning of each phrasal verb from your dictionary and then you will construct a meaningful sentence using each of them.

The grammar lesson focuses on how you use the verb to be (am/is are)+going to+ infinitive with to and will +infinitive to express future intentions. The second grammar lesson is present continuous tense. The third is using "some" and "any". The fourth is "Clauses of Result" which shows the cause and effect relationships of different events. The last part of the unit is devoted to writing. The sub-skill that you will practise is report writing. To this effect, you will learn report writing following the procedures listed in this section.

To learn each lesson and develop different language skills, you are provided with different learning strategies. In learning listening and reading, you will use pre listening/reading, while listening/reading and post-listening/reading strategies. To learn other language skills, you will use strategies such as referring to a dictionary and learning the meaning and use of different words/phrasal verbs and studying notes and doing self-checking activities that enable you evaluate your progress in different language skills.

Unit Outcomes

Upon the completion of this unit, you are expected to be able to:

- ⌘ listen to descriptive texts from spoken sources and make out the most essential ideas
- ⌘ describe the location of tourist sites in Ethiopia
- ⌘ express either your agreement or disagreement to others' opinions or views
- ⌘ give oral reports from what you observed or heard
- ⌘ read books, factual articles, magazine, etc., analyze their themes or other essential features and personalize the information into your life.
- ⌘ analyze critically what certain ideas in a reading text infer
- ⌘ use a word-attack skill, increase your vocabulary store and use the newly learnt words in your communication
- ⌘ work out what different words in a reading text refer to.
- ⌘ derive different forms of words that represent different parts of speech and use them in your communication correctly
- ⌘ apply phrasal verbs that are attached to the verb "get" and use them into your both spoken and written English
- ⌘ familiarize yourselves with the rules and uses of definite future actions, indefinite pronouns, clauses of result and apply them in constructing accurate sentences
- ⌘ use apostrophe, eclipse and quotation marks in different written texts correctly.
- ⌘ write different reports that revolve around different matters

Required Study Time=20 periods

Unit Learning Strategies



There are a variety of strategies that you can use to learn (practise) different lessons that have aimed at improving your English language skills. Among others, using your background knowledge and/or experience and answering questions related to the topic lesson and evaluating your familiarity with the topic. Doing activities either while you are listening to or reading a text and assessing the level of your progress is the other strategy that you can use. After you have practised pre and while listening or reading activities, you have activities that are designed to enable you to associate or integrate the language lesson you have already learnt with other language skills. The other worth mentioning strategy is doing the questions in the self-checking activities that help you further develop different language skills.



Listening

Section Overview



In this section, as in other sections, you will further practise listening. The title of the lesson, is, "Giving Information to Tourists". Accordingly, at the pre-listening stage, you will describe the most known tourist attraction areas in Ethiopia. This will help you predict what the whole text will be and listen to it attentively to get further information about tourist attractions in Ethiopia.

At the second, the while-listening stage, you will listen to the script (passage), take notes and write the main ideas from each paragraph. After you have done this, you will write five pieces of information for tourists so that they can be motivated to visit it and disseminate what they have observed to other visitors in their country. When you write such information, you will have opportunity to associate what you have learnt from the passage with your own experience. Moreover, it helps you integrate listening with writing.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ listen to descriptive texts from spoken sources and make out the most essential ideas
- ⌘ describe the location of tourist sites in Ethiopia

4.1 Listening



Activity 4.1

Instructions: Before you listen to the passage, think and answer the following questions using your background knowledge

1. Have you ever visited any new place in your life? If your answer to the preceding question is "yes", what kind of important information can you give to other tourists?
2. Look at the first row of the table given below. You have been provided with different tourist attraction sites in Ethiopia. Fill in the second row with the tourist attractions that tourists visit. The first one is done as an example for you.

Harar	Lalibela	Gondar	Axum	Bale	Arba Minch
Old walls					

3. Can you list down other tourist attraction sites in Ethiopia? Describe the location and the important things that can be visited.



Activity 4.2

Instructions: Listen to the passage and answer the following questions by writing your answers in your notebook.

1. Describe the different types of tourist attractions in Ethiopia?
2. What are the remarkable historical resources that mark the vibrant cultures of different nationalities in Ethiopia?
3. Where should a tourist go if he/she likes to visit ancient archaeological evidences about human origin and evolution? Mention two of them
4. What makes the Lalibela hewn Churches most fascinating as compared to other churches in Ethiopia?



Speaking

Section Overview



In this section, you will learn how to express your agreements and/or disagreements using the expressions: “but +subject+ auxiliary verbs+.....and neither+ auxiliary verbs+ subject”. For further understanding, you will practise expressing either your agreement or disagreement to the statements that talk about the things you need in case you plan to travel to Sof Umer Cave. In the second part, you will practise how to give oral reports using different expressions such as: “first of all”, “to begin with”, “then”, “to cut a long story short”, etc. In the same way, you will think and write a short report about the football match that you watched sometimes in the past or any other event that you watched yesterday or a day ago.

Section Learning Outcomes

- ⌘ express either your agreement or disagreement to others' opinions or views
- ⌘ report what you observed or heard orally using the expressions listed above

4.2 Speaking

4.2.1 Revision: Expressing Agreement and Disagreement



Activity 4.3

Instructions: *Think for a moment and express either your agreement or disagreement to the statement that talks about the things you need when you plan to travel to the Sof Umar Cave and the Siemen Mountains.*

Example

Umar: I need sneaker shoes that are comfortable for me to walk on foot in Sof Umar Cave.

Sofia: but I don't because sneakers suffocate me especially when the weather condition is hot there.

Umar: I don't want any cooked food when I travel on the hills of the Siemen Mountains because I want to live on the traditional dish of the community around the park.

Sofia: Neither do I.

(Continue in the same way)

Umar: _____

Sofia: _____

4.2.2 Revision: Giving Opinions



Activity 4.4

Instructions: Use the expressions given below to ask different opinions from your partner about the most important things you need for travelling as a tourist.

What do you think of...?, What are your thoughts on...?, How do you feel about...? and What's your opinion on...?

Example: Tsigie asks opinion from Tikdem: you have told me that you are planning to visit Nech Sar National Park next week. What do you think of the type of transportation you use ?why?



Activity 4.5

Instructions: The following expressions are important to give oral reports to someone. First, study their meanings, think of any event such as a school day, classroom experience, festivals, games, etc. and give a short report orally to one of your partners, if any.

first of all	to begin with	then	after that
finally	to cut a long story short	so in the end	all in all

Example: Assume that yesterday you watched a very good football match that you never forget. Now, you want to report the most important events you had watched to your friends. You can begin your report first by thanking them.

First of all, I would like to thank all of you for giving me the first chance to report the most interesting events that I watched in the yesterday's football match. To begin with, _____
 _____(Continue like this).



Reading

Section Overview



Before you read the passage, as usual, you will answer two pre-reading questions whose focus is to give you opportunities to explain the contributions of tourism to the development of a country. In the second part, you will fill in the locations of the tourist attraction areas given in the table. In the third part, you will find out the meaning of the words, hospitality, hard currency, consumables and accommodations from your dictionary and minimize the difficulties that you may face in understanding ideas in the passage.

During the while-reading session, you will read each statement and answer by writing true or false with supportive evidences from the passage. After you have done this, you will re-read paragraphs 2, 3 and 4 and write the main ideas in your own complete sentences. At post-reading stage, you will think, identify one of the tourist attractions around the area where you live and write the measures that need to be taken to sustain its well beings.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ read books, factual articles, magazine, etc., analyze their themes or other essential features and personalize the information into your life.
- ⌘ analyze critically what certain ideas in a reading text infer

4.3 Reading**Activity 4.6**

Instructions: You are going to read the passage entitled “Tourism”. Before you read it, think and write the answers to the following questions.

1. Do you think that tourism has important contributions to the overall development of a country? How? Discuss briefly.
2. Can you name the main tourist attraction sites in Ethiopia? Which one do you want to visit if you are given opportunity by any individual or organization? Why?
3. The following words have been used in the passage. Refer to your dictionary and study their meanings: **hospitality, hard currency, consumables, accommodation.**



Fig. 8: Main tourist attraction sites in Ethiopia



Activity 4.7

Instructions: Read the passage silently and then answer the questions given next to it by writing true or false based on the facts in it. Give supportive evidence for each of your decisions

1. Tourism is defined scientifically as the sum total of relationships and interactions of tourists with business suppliers, guides, hosting communities and hospitality workers in the process of attracting , transporting, hosting and managing the activities connected to them. Tourists are those people who travel to and stay in places outside their environment for more than twenty-four hours. It is one of the largest and most rapidly growing industries which contribute to the multidirectional social and environmental developments in the world. Due to these and other reasons, the sector is getting attention by developing countries whose economic background mainly depends on exporting agricultural products which have limited role to earn hard currency. When this sector develops steadily, it has been becoming a backup for the stability of their economy. That is why many of them are striving to make use of this industry as an influential economic sector. As a result of these, the World Tourism Organization (WTO) is encouraging them by providing both technical and professional supports.
2. There are many reasons why tourism is seen as a vital tool for tourist destination countries in economic, socio cultural and environment streams. First, if tourism is properly incorporated into the development strategies of a country, the sector can be a corner stone of new

productive systems aimed at reducing poverty and achieving significant economic growth. Second, it is a sector that provides a wide range of different employment opportunities to a variety of citizens ranging from professionals to unskilled individuals. In this case, it does not only supply necessary funds to finance firms' activities, but also stimulates the firms' productivity and creates new job opportunities that increase the country's welfare as well. One thing that makes the job opportunity in the tourism sector different from others is that it contributes to a wide geographical spread of employment opportunities as it is not only restricted to the main centers or capital cities. It is applicable to rural areas where the attraction sites are available.

3. Third, tourism has a power in promoting export. It is to say that it earns foreign exchange or hard currency which is so essential for the development of the tourist destination countries. The tourist needs different products when she/he stays in a hosting country. Accordingly, to fulfill the needs for consumables, tourists come with their own money to the hosting country. This money in turn enables countries to generate income which has significant role in increasing their revenue. Fourth, tourism involves individuals in the local community for different activities, in some cases, including enterprises. In this community-based tourism, members of a community, often rural, poor and economically disadvantaged, manufacture different local products and sell them out to tourists. In doing this, the community earns additional income from their products and services and a proportion of this income is then used for the benefit of the community as a whole. Lastly, this sector contributes its own role to the field of cultural exchange and interactions. When tourists come to a hosting country, some of them stay long, study the languages and the cultures of that particular community and they also share their own culture with the people who are living in their destinations. As we understand from different sources, there are tourists who have got married to a person in their touring area and established strong social tie.
4. If tourism is very indispensable for a country's overall development, countries that host tourists have to think of the needs of different tourists and work hard to fulfill for them as best as they can. First, for example, countries should produce documents that give sufficient information on the sites that tourists can visit and gain knowledge or entertain themselves. Second professionals who have deep knowledge about the places that the tourists want to visit with good proficiency of the tourists' language are of paramount importance. When tourists get sufficient information or knowledge about the

place or event they visit, they obtain maximum satisfaction and do the work of promotion for the country in inviting others to come and visit the places they have already visited. Third, quality and standard accommodations are the other requirements that attract an overwhelming number of tourists who visit an area frequently. Professionally prepared foods, neat sleeping rooms with essential modern accessories, security and waitresses and waiters who talk to them courteously are among others. Fifth, governments need to build modern roads that are comfortable to drive both during the day, night, summer and winter. When such types of roads are built, they comfortably travel to different places within a short period of time. Sixth, security is the other most important requirement. If there are pick-pockets, brigands, bandits or groups fighting in forests, no tourist will attempt to visit that area. Therefore, making maximum efforts and prevailing peace especially in the tourist frequenting areas is unquestionably the responsibility of a non-fragile government.

1. Tourism is the interaction and relationship of tourists with different sections of a community in the course of their travelling and visiting.
2. The tourism sector has got more attention from the developed countries than the developing countries as they have been conscious of its benefit right from the beginning of the sector as an income generating industry.
3. The tourism sector provides job opportunities to both educated and non-educated citizens though there is a restriction due to the geographical locations.
4. Community tourism makes individuals creative and productive in producing different items such as souvenirs that they sell to tourists and increase their income.
5. The interaction of tourists can sometimes grow into kinship relations.

4.3.1 Extracting Main Idea from a Paragraph

Instructions: Write the main idea of paragraphs 2, 3 and 4. The first one is done as an example for you.

Example:

Paragraph 1: These days tourism is considered as an important economic sector which has got serious attention by developing countries as a means to support the hard currency they earn from agricultural exports.

**Self-checking Activity 4.8****4.3.2 Inference questions****Activity 4.9**

Instructions: Answer the questions given below by inferring the main contents discussed in the passage.

1. According to the writer, why should developed countries do not give more attention to the tourism sector than the developing ones?
2. How those people who have been engaged in the agricultural activities can also take part in the community tourism?

**Activity 4.10**

Instructions: Answer the following question briefly in writing.

Think the natural resources or heritages in your community, write a short paragraph on the remedial measures that should be taken to protect and conserve them to sustainably lengthen their age of attractability.

4.4 Vocabulary**Section Overview**

Your next lesson from the reading part is vocabulary. You will find words taken from the passage. You will re-read the sentence that consists of each word, work out its contextual meaning and write its synonym or a word which has the same meaning. If you have difficulty to do this, you will use your dictionary and find out an equivalent word. The next activity is to construct your own meaningful sentence using each word. The last part of your vocabulary work is to re-read the sentence that consists of the words selected from the passage and write out what they refer to.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ use a word-attack skill, increase your vocabulary store and use the newly learnt words in your communication
- ⌘ work out what different words in a reading text refer to.

**Activity 4.11**

Instructions: Find words which are synonymous with the words taken from the passage and written here below. The first one is

done as an example for you.

Example: hospitality (par 1, line 3) - kindness or courtesy in welcoming guests, tourists or strangers.

1. hard currency (par 1, line 11) _____
2. vital (par 2, line 1) _____
3. incorporated (par 2, line 3) _____
4. professionals (par 2, line 7) _____
5. welfare (par 2, line 10) _____
6. consumables (par 3, line 4) _____
7. revenue (par 3, line 7) _____
8. indispensable (par 4, line 1) _____
9. accommodations (par 4, line 11) _____
10. overwhelming (par 4, line 12) _____
11. brigands (par 4, line 19) _____

**Activity 4.12**

Instructions: Now, use each of the words for which you have written synonyms and construct a meaningful sentence. The first one is done as an example for you.

Example: hospitality: The hospitality Ethiopians show to guests and strangers is always highly appreciated by many tourists and foreigners.

**Self-checking Activity 4.1**

Instructions: Look for the words given below in the passage and write the word or phrase they refer to.

1. The word "them" (par 1 line 4) refers to _____
2. The phrase "due to this" (par 1, line 8) refers to _____
3. The word "their" (par 1, line 12) refers to _____

Word formation**Section Overview**

First, you learn that when two nouns come one after the other, the first noun serves as an adjective or modifier. For the detail, you have short study notes that serve you as reference. In the same way, you will find ten nouns followed by another noun where the first one is used as an adjective from your dictionary and make meaningful sentences using each of them. In the same way, you will practise the compound nouns formed with adjectives and nouns and verbs and nouns.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ apply phrasal verbs that are attached to the verb “get” into your both spoken and written communications
- ⌘ familiarize yourselves with the rules and uses of definite future actions, indefinite pronouns, clauses of result and apply them in constructing accurate sentences
- ⌘ use apostrophe, eclipse and quotation marks in different written texts correctly.

I. noun + noun compounds

A compound noun is a noun made by putting two or more nouns together to act as one noun. These nouns can be written as one word as in “fireworks” and “waistline” or hyphenated words as in “well-being” or as separate words as in “ice-cream”.

Look at more examples on noun compounds:

English English, school teacher, flower pot, rain coat, baby sitter

Instructions: Find out ten noun+ noun compound words from any source and make your own sentences using each of them. The first one is done as an example for you.

Pen friend: You have to be very careful when you select a pen friend or pen pal as some friends place you into unexpected trouble.

II. Adjective+ noun Compounds

Sometimes adjectives and nouns can form a single word

For example: greenhouse, rainy season, sunny days, far sight, driven word, fast food, etc



Activity 4.14

Instructions: Find out ten adjective + noun words and make your own sentences using each of them. The first one is done as an example for you.

Example : Black box is an important piece of equipment in an airplane. It gives information to investigators about the cause of an accident when it crashes..

III. verb+ noun

Sometimes verbs and nouns can form a single word.

Example: Swimming pool, driving license, writing pad, dining room, washing machine, etc.



Activity 4.15

Instructions: Find out five verb+ noun words and make your own sentences using each of them. The first one is done as an example for you.

4.5 Grammar

Example: If you stay a night in an international hotel, in the morning, you can go to their beautiful dining room and eat your breakfast freely.

4.5.1 4.4.1 Practising Phrasal Verbs with “get”

Section Overview



Under this section, you are going to learn and use the phrasal verbs attached to the verb “get” such as: “get on”, “get over”, “get off”, “get over with”, “get in”, “get through”, “get out”, etc. First, you will find out the meaning of each phrasal verb from your dictionary and then you will construct a meaningful sentence using each of them.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ use phrasal verbs that are attached to the verb “get” into your both spoken and written communications
- ⌘ familiarize yourselves with the rules and uses of definite future actions, indefinite pronouns, clauses of result and apply them in constructing accurate sentences
- ⌘ use apostrophe, eclipse and quotation marks in different written texts correctly.



Activity 4.16

Instructions: Look up the meaning of the phrasal verbs given in the table below from a modern dictionary and construct your own sentences

get on: make progress or be successful

Example: Using a dictionary is one way of getting on very well with your English.

get over: recover from illness distress or mental weakness

Example: After Bushra has started to do light physical exercises, now he is getting over his heart attack.

get on	get off	get off on	get in	get out
get out on	get over	get over with	get through	get to

4.6 Grammar

Section Overview



The grammar lesson focuses on how you use the verb to be (**am/is are**)+**going to**+ **infinitive with to** and **will +infinitive** to express future intensions. To this effect, you are first given two pairs of sentences made up of **be+ going to** and **will+ infinitive**. After reading each of them, you will write out their meaning differences using your own background knowledge. Up on the completion of this activity, you will find a study note that helps you differentiate the meaning difference of the two grammatical items. In the end, you will have a dialogue between Habtamu and Fikrte to be completed using one of them .

The second grammar lesson is present continuous tense. Initially, you will be asked to write your own three sentences in present continuous tense to describe different purposes. Next, you will read the text in which the present continuous tense verbs are written in bold. You will read each and explain why the writer could use this tense briefly. The third grammar lesson is using “some” and “any”. To understand their use and apply them to a variety of communicative purposes, you will first examine how the writer has used each of them in a short text and then you will insert one of them in the blank spaces given in the text. Finally, you have a short study note that explains the use of both pronouns. If you have difficulties in using each of them, you can refer to the note and avoid your doubts.

The fourth one is on “Clauses of Result”. First, you have a study note that will help you understand how you construct clauses of result. Next, you will have a text that talks about the “Semen Mountain Park”. You will read the text, identify the clauses of result and write rules that enable you to construct clauses of result using “such” and “so”. After you have studied the second note on the same topic, you will fill in the blank spaces using either “so” or “such” to complete each sentence.

Using “be+going to + infinitive” and “will + infinitive” to show future intensions

am/is/are + going to + speak, write, listen, read, do and will + speak, write, listen, read, do, etc



Activity 4.17

Instructions: Look at the pair of sentences given below and find out their meaning differences.

1. a) I will take the entrance exam to a university next year.
b) I have passed Grade Twelve School Leaving Examination successfully; I am going to take the entrance examination to join a university.
2. a) The tourist industry is suffering from the economic downturn due to COVID19; therefore, Dafersha is going to start another job outside Arba Minch town.
b) Dafersha will start another job outside Arba Minch town.



Note: We use “be going to” to predict something that we think is certain to happen or when we have evidence to happen; however, “will” is used when we are talking about something with absolute certainty and evidence, data or justification are not required.



Activity 4.18

Instructions: Fill in the blank spaces given in the following dialogue either with “be + going to + infinitive” or “will + infinitive” form of the main verb.

Habtamu: The rain is falling in torrents; so, I _____ 1 the director and inform him that I cannot conduct classes today. (am going to call/will call)

Fikirte: I think making a call to him is not important; you _____ 2 (will go/are going to go) to your students with me by my Bajaj when the rain stops.

Habtamu: Your idea is good but it _____ 3 (will be/is going to be) difficult to cross the stream near by the school.

Fikirte: You are correct but to solve that problem, I _____ 4 (am going to use/will use) the newly built road at the rear of the school.

Habtamu: Has that road started giving service? It is good. Let us take that way. The rain is falling almost every day. Hence, I _____ 5 (will buy /am going to buy) an umbrella from one of the boutiques by the new road.

4.6.1 Present Continuous Tense



Activity 4.19

Instructions: Based on your background knowledge, write three sentences in present continuous tense that show different purposes.

1. _____.
2. _____.
3. _____.



Activity 4.20

Instructions: Now look at the short text given below and examine why the writer has decided to use present continuous tense.

Currently, a large number of Ethiopians are expressing their love for their country through different demonstrations that they hold almost all over the country. Now, when I am watching television, one of the channels is showing the zeal of the young and the old to join our army and sacrifice their lives for their beloved country. It is customary to observe an overwhelming number of Ethiopians with strong determinations and courage to die for their country irrespective of their nationality and religion to protect their country from disintegration or fragmentation. Because of the real patriotic feelings I observe these days, I am planning to straightly go to the war front and contribute my share despite the limitations I have had with my health. However, one thing in which I am discomforted is that different channels are disseminating different information about the realities at war front.

The present continuous tense is used in the following situations:

- to describe actions/events that are taking place just at the time of speaking.
Example: We are discussing the uses of present continuous tense now.
- to describe actions or events that are happening in the present time but not necessarily at the time of speaking.
Example: Nowadays, heavy rain is falling almost all over the country evenly.
- To express an action that that is boring or frustrating to the speaker because of its repetitions.
Example: I don't understand why the woman is changing her behaviour now and then.

4.6.2 Using the Indefinite Pronoun “some” and “any”

Instructions: Read the short text given below carefully and examine why the indefinite pronouns “some” and “any” are used.

Mintesinot went to the library to search for some books that he wants to use for the purpose of teaching modern grammar yesterday afternoon. Unfortunately, he could not find any. Some of the books that he found on the shelf had been torn out and outdated. When he looked at the list of borrowers, he could not find any reader who has borrowed such books. Can you suggest any reason why these books are not available in the library? Or do you have some pieces of information where such books have gone? He seldom gets any sleep since that time.



Self-checking Activity 4.2

Instructions: Now, use either some or any in the blank spaces given in the dialogue below

Dureti: Please, would you give me _____ 1 bananas? You have plenty of them?

Kankie: Yes, I would. Haven't you bought _____ 2 before I come back?

Dureti: I was to buy but _____ 3 of them hardly test good.

Kankie: As you have said, _____ 4 of my bananas are not ripe; I am going to put them in a warm place for about two days.

Dureti: Yes, it is a good idea. Do you have _____ 5 more question? I am leaving for work?

Kankie: Please give me _____ 6 more minutes; I don't get _____ 7 happiness without your presence.

Dureti: Oh, sorry. I am in a hurry. Try to enjoy the sport news that will start at 2: 30.

Kankie: This is what _____ 8 one advises me. Tell me something new



Short Note:

Notice that some is mostly used with affirmative (positive) statements and sometimes in interrogative (question) sentences when positive responses are expected from the listener/reader. We use any in negative sentences and question or interrogative sentences but sometimes we can also use any in affirmative sentences when we intend to convey indefiniteness

4.6.3 Clauses of Result

When you want to indicate the result of an action or situation, you can use a clause of result. Clauses of result are introduced by so.... that, such.....that, so, as a result, consequently, therefore, hence, thus, for this/that reason, owing to, due to and the like

Example:

1. Ethiopia is so rich in its natural resources (main clause) that investors from different countries want to invest their money into different economic activities.(result clause)

2. Ethiopia is such a rich country in its natural resources (main clause) that different countries want to invest their money into different economic activities. (result clause)
3. Gurara is rich enough to build a new villa in Buta jirra. (phrase of result)



Activity 4.22

Instructions: Identify the clauses of result, work out their meanings and finally write the rules that enable you to use “so” and “such” correctly in different clauses of result.

The Siemen Mountains Park

Siemen mountain is such evergreen scenery that the flow of tourists is increasing alarmingly from time to time. As I read from literature and watch on television, the park is a habitat for so many endemic wild animals that not only tourists but also zoologists from many countries visit it repeatedly. Nevertheless, there are serious problems that hinder the flow of tourists to the park. To begin, the government has given so little attention to building modern roads that driving on the hilly side of the park is still terrible and tiresome for tourists. In addition, the farmers around the park have such a small piece of arable land that they have been forced to settle inside the park with their domestic animals. This kind of human interference is so dangerous that the resources in the park can substantially reduce both in quality and quantity. Of course, as I hear from different individuals who have affiliation with the park, currently the local government is so conscious of the danger that settler centered solutions are being sought to conserve and protect the park from possible extinction threats.



Short Note

Note that so is followed by either an adjective or an adverb and such is by adjective a + singular countable noun or such+ adjective+ plural countable noun. In addition, notice that the adjectives many, much, little + noun are preceded by so not such

Example: We have so many problems with regard to security that everyone is vigilant in keeping their surroundings.

Consider also the exceptional uses:

Example: Netsanet is so careful a girl that she does not face any harm.

Example: The tourist has not seen such a beauty that he decided to come back to Ethiopia after few months.



Self-checking Activity 4.3

Instructions: Insert either “so” or “such” in the spaces given in each of the following clauses.

1. _____ depressed was Amdie that he was quarrelling with all his friends.
2. My friend has _____ many books that we always do our assignments at his house.
3. Girma is _____ a far-sighted person that he has never been exposed to serious problems in his life.
4. Tigist treated the tourist _____ politely that he has given her an expensive gift when he leaves the country.
5. Ayele is _____ a hard working student that he wins the organization's reward every year.
6. The woman is _____ stingy that she does not spend her money even to fulfill her basic needs.
7. Wondu has never seen _____ outstanding a student that he has decided to award him his expensive watch.
8. It has been _____ a rainy season that I have bought a thick jacket.
9. The police officer has never seen _____ honesty that he has disseminated the story of Tarikua on different media.
10. The film was _____ interesting that everyone was talking about the characters on their way to home.

4.7 Writing

Section Overview



The type of lesson that you learn under this section is report writing. To achieve this skill, you will read the definition of report, the basic requirements that have to be considered in writing a good report, you will read a sample report, identify the main ideas and finally you will write your own report on the place that you have visited. The next writing lessons are using apostrophe and quotation marks. To learn the use of both punctuation marks, you are provided with different activities.

Section Learning Outcomes

- ⌘ write different reports that revolve around different matters
- ⌘ use apostrophe and quotation marks correctly in your writing

4.7.1 Report Writing

Essentially, a report is a piece of writing which presents an account of different activities or events that took place in the past to a particular audience. Most reports contain a description of sequence of events or situations observed in a given setting. When you plan to write a report, consider the following basic requirements:

- a. Decide the purpose of your report whether it is to give information, entertain others or give education
- b. Identify and write out the most essential ideas that you want to include in different paragraphs of the report, for example, the major events or activities observed, especially unforgettable experiences, the major challenges that have had negative effects when the activities were being accomplished, the remedial measures that should be taken, etc.
- c. Arrange the relevant pieces of information you have collected according to their degree of relevance
- d. Write your report freely. Get down ideas on the sheet of paper as they have come to your mind without thinking of the errors you are likely to make.
- e. Take time. If possible days. Then come back to it, sit down and edit your first draft focusing on the subject matter, the flow of ideas, the language use and mechanics
- f. Consider the editing you have made and write your report clearly and carefully.
- g. If you can, review it once again or if you have a closest person who can give you feedback, give it to him/her and take them into account when you write the final version



Self-checking Activity 4.24

Instructions: *Read the sample report given here below, analyze the most essential ideas discussed and write your own report about the place you have visited for the first time*

It was at the dawn of last Saturday. We all students from grade ten, section A, came together in the school compound to pay a visit to Bonora Waterfalls. It is one of the tourist attraction sites located in Sidama Region in Bensa Woreda to the eastern direction of Daye town. It is one of the spectacular gifted areas that most people prefer to visit it especially on weekends. Before we had begun our journey, we discussed the precautions we should take during our journey. After we reached an agreement, we elected our leader and kept on our journey together with our guide. On our way to the falls are evergreen trees, birds of different varieties and a number of wild animals that grabbed our attention amazingly.

The journey took us about an hour. We did not like to use any sort of transportation due to the fact that we may not watch different natural beauties and appreciate if we sit into a vehicle. Moreover, we all had the belief that when we walk on foot, we will use the opportunity as

a physical exercise that would contribute to our health improvement. Though the journey was long and tiresome, we all did not feel any sort of hunger or exhaustions as everyone was surprised by the beauty of the location and the jocks that some of our friends were making. Of course, there were few students who have been taking rest now and then especially in the middle of our journey. Most of us, however, were motivating and pleasing them to proceed the journey.

When we reached the place where the falls give special beauty, we all unbelievably forgot where we were. When the twin falls reach the ground, the special sound they create and the bubbles they form not only refresh one's mind but also make someone as if she/ he were in another world. Our guide was telling us the place where the falls begin, the length they travel and the reason why it is named "Bonora Falls". No one was listening to him as every one's attention was drawn by the special sound that the falls produce along with the song of different birds in the area. Watching the falls and their surroundings, taking photographs and getting shower around the bank continued for about two hours. After observing the satisfaction of each visitor, our representative clapped his hands and asked us whether we were hungry or not. Most of us expressed that we were in need of taking our lunch. Accordingly, the lunch that was prepared in a hotel was opened, soft drinks were distributed and then everyone ate their lunch up to their fill. At this time, what all of us could not forget was that everyone was wrapping the injera with wat with their fingers and putting it into the mouth of a friend. This means, there was no one who was eating the food with her/his own hands. This is one of the ways we Ethiopians express our love to others. After the lunch time is over, we took a short break and then our guide told us to start our journey since the sky was dark to shower heavy rain. Accordingly, we all tied up our shoes, looked at the falls with greedy eyes and departed.

4.7.2 Punctuations

I. using apostrophe (')



Activity 4.25

Instructions: Read the short dialogue given below and supply an apostrophe either before or after "s"

Gadissa: Have you seen Ayants book?

Dechassa: No, I haven't. This is not hers. It is Belete and Ayeles.

Gadissa: Ok, where are these students bags?

Dechassa: Here they are but I have not seen those childrens.

Gadissa: This is Fikadu and Kebede book that they own in common.



NB: discuss how to use apostrophe in writing with your partner and write down short notes by referring to different books..

II. Using quotation mark(“ ”)

Instructions: Read the short text given below and supply a quotation mark appropriately where necessary.

Mr. Dingamo said, our cooperation is the best tool to come out of the existing challenges we have currently faced in our country. In his further inspiring speech, he emphasized, as we learn from history, Ethiopia may bow down for the time being but has never been defeated by its enemies. If you listen to his full speech entitled, nothing is more important than Ethiopia, your eyes will be filled up with tears.



NB: Write a short note on the use of quotation mark as one component of your portfolio.



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit one. Read each of them and put a tick (☑) against “Yes” or “No”

No	Descriptions	Yes	No
1	I can listen to a text and complete sentences.		
2	I can give my own opinion on on different matters that I listen from different spoken sources.		
3	I have changed my attitude towards punctuality, so I will be punctual for different appointments or activities.		
4	I can express my views to different statements positively(affirmatively) or negatively.		
5	I can express my views using the expressions “I believe that”, “I think that”,.....		
6	I can explain the the benefits of punctualityand disadvantages of being unpunctual..		
7	I can use the noun, adjective and adverb forms of different words I learnt in this unit in different sentences correctly.		

8	I can use the words that I learnt from the passage in spoken and written English.		
9	I can use the phrasal verbs "get alongget back at", "get back to", etc., in spoken or written language clearly when they are needed in different communicative situations.		
10	I can use adverbs of time, manner and frequency correctly in different sentences.		
11	I can use parenthesis and brace correctly when I write sentences.		
12	I can write a short narrative paragraph which talks about different topics.		

Unit Five**Honey Processing****Unit Introduction**

This unit consists of listening lessons organized under the major title, **“Honey Processing”**. Accordingly, to further improve your listening skills, you have different pre-listening, while-listening and post-listening activities for practices and assessing your progress. The second, the speaking lesson is about how you describe a process using the phrases such as: “first”, “second”, “having done this”, “the next step is”, etc. First, you will read and study a short text which describes the process of dat’a (□□) making. In the same way, you will refer to any material and describe the role of the queen, the drone and the worker bees in the process of honey making.

The reading section talks about the importance of honey. To enhance your reading skills, you are given three questions as a pre-reading activity. In like manner, you will answer each of them using your background knowledge or experience. Next, you will find while-reading activities that require you to select the correct answer among the alternatives given as multiple-choice based on the facts therein. Finally, there is an activity that you do by relating the ideas explained in the passage with your own experience as a community member.

The vocabulary part gives you the opportunity to match the words that are selected from the passage with their contextual meanings. When you do this activity, in case you have difficulties, you can refer to your dictionary and learn the meanings of the words.

In the word formation part, you will learn how to form words using the process of blending and clipping. You are given about twelve blended words, that is, words made up of two words and you will find their clipped form from a dictionary. After you have done this, you will make your own meaningful sentence using each of them. The other lesson is phrasal verbs. As in the preceding units, in this unit also you are going to learn the meaning and use of the phrasal verbs such as: “get together”, “get up”, “give away”, “give in”, “give out”, “give up”, give about, etc. You use your dictionary, find out their meanings and construct a meaningful sentence using each of them. In the end, you have a short text in which the above phrasal verbs are written in bold and underlined. You read the text and work out their contextual meanings.

UNIT 5

The grammar section deals with simple present active and passive sentence formation. To learn their use, first, read the short text in which different passive sentences are included and examine how they are used by referring to your background knowledge. Next, you will have a study note which gives you clarification on the use of passive voice. Finally, you will have an activity that requires you to convert different active sentences into passive voice. The other grammar lesson is on subject-verb agreement. To learn this lesson, you are provided with a variety of activities accompanied by study notes. Lastly, you will learn how to use the verbs “do” and “make” through your own self-learning strategy.

The last part, writing, gives attention to topic sentence writing for a paragraph. To this effect, first, you are provided with a study note that helps you get further information about a topic sentence and its purpose. Then, there are activities that ask you to write a topic sentence for each incomplete paragraph.

Unit Outcomes

Upon the completion of this unit, you are expected to be able to:

- ⌘ listen to expository texts from spoken sources and make out the most essential ideas
- ⌘ describe different processes that are important in making or manufacturing something
- ⌘ read books, factual articles, magazine, etc., analyze their themes or other essential features and personalize the information into your life
- ⌘ use the newly learnt words in your communications
- ⌘ use those words which are coined through clipping and blending in your own sentences
- ⌘ apply the phrasal verbs that are attached to the verbs “get” and “give” in your spoken and written communications
- ⌘ use the correct form of present simple tense both in active and passive voice form in your communications
- ⌘ construct correct sentences in which the subject and verb well agreed
- ⌘ differentiate the use of “make” and “do” and use them into your own sentences correctly
- ⌘ write an appropriate topic sentence for the paragraph you develop

Unit contents

Required Study Time= 20 periods

Unit Learning Strategies



As your experience in learning different language lessons has now increased significantly, in this unit, you will not face as such serious difficulty in applying different strategies that enable you to enhance your language skills. As usual, to learn listening and reading, you are going to use pre-listening/reading, while-listening/reading and post-listening/reading strategies. To learn other language skills, you apply other strategies such as doing self-checking activities, understanding meanings from contexts, reading and preparing portfolios and the like.



Listening

Section Overview



Under this section are lessons that intend to enrich your listening skills. To achieve this, first, you will study the picture and answer the questions that follow it. Second, you will look up the meaning of the selected words from a dictionary and learn their meanings. Third, you will listen to the script (passage) and answer the five questions by writing true or false. Finally, you have questions that you answer by associating the facts in the passage with the realities you observe in your community.

Section Learning Outcomes

Up on the completion of these lessons, you are expected to be able to:

- ⌘ describe the process that bees pass through in making honey
- ⌘ use the words that have been selected from the listening passage in your everyday communications
- ⌘ associate the lessons that you learn from the listening script with the realities in your community

5.1 Listening



Activity 5.1

Instructions: Before you listen to the passage, answer the following questions.

1. Look at the pictures drawn here below, examine the work divisions among bees and describe how they make honey.
2. The following words have been used in the listening passage. Look up their meanings from a dictionary and learn their meanings: adulterate, proboscis, nectar, foraging, and honey-comb.

Honey making process:

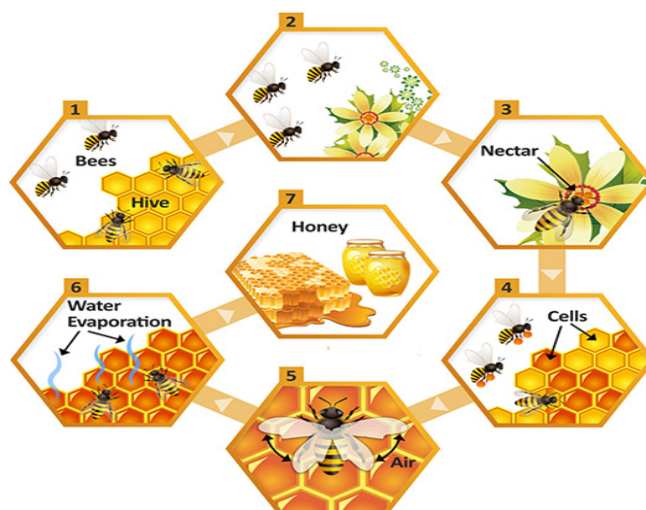


Fig 12. Honey Making Process.



Activity 5.2

Instructions: Now, listen to the script (passage) and answer the following questions by writing true or false. Give supportive evidence for each answer.

1. _____ There are better sweeteners than honey in economically developed countries.
2. _____ The amount of water in all types of honey is equal.
3. _____ Bees suck up the nectar using their proboscis.
4. _____ When bees chew the nectar, they produce the enzyme that changes the chemical property of the honey.
5. _____ Bees spread the honey on the honey-comb to increase its sweetness.

**Activity 5.3**

Instructions: Interview individuals concerned and write a short text that explains the status of Ethiopian farmers' honey production and write recommendations that help to improve the practice.

**Speaking****Section Overview**

The major purpose of this section is to help you learn how different processes are described. Accordingly, first, you will learn the list of expressions that are used to describe processes. Second, you will learn the model description given to you under the title, "The Preparation of Dat'a". Following the same procedure, you will describe the roles of the queen, the drone and the worker bees in the process of honey making.

Section Learning Outcome

At the end of these lessons, you are expected to be able to:

- ⌘ describe different processes that are important in making or manufacturing something

5.2 Speaking**5.2.1 Describing Processes**

When you describe a process, you can use expressions such as: first, second, having done this, the next step is, then, don't forget, it is important to. For more clarity, look at a short description of the process you follow in describing how "dat'a" is prepared.

I. Describing the Process of Datt'a Preparation

"Datt'a" is a well-known spicy type of food which is very hot and has finely tapering pepper of special pungency that is mostly used to add flavor to other main foods such as chunks of raw meat or roasted meat especially among Wolaita community. Nowadays, it is a type of food which is highly loved not only by the Wolaita community but also by other people all over the country. Any person who has a chance to visit Wolaita Soddo town, the first thing she/he wants to buy and take home

is this food. Nowadays, it is being exported even to foreign countries for Ethiopians who are living there. The process of its preparations begins by picking up the chilies that have not yet well ripened. The second step is to mix them with other spices like garlic and cardamom. Having done this, mostly the women put it on a traditionally carved flat stone mill and grind it with a small oval-shaped piece of stone by moving it up and down. After it is well ground and changed into smooth dough, it will be taken off from the stone and put into a container. When the family needs to eat meat, they mix it with each chunk and eat it together or sometimes they eat it in the same way with inset (bread made up of false banana), kita (flat bread) or injera (thin and flat bread made up of teff, sorghum or maize)

II. Describing the Process of Honey Making



Self-checking Activity 5.1

Instructions: Read the work division among bees and write the roles of the queen, the drone and the worker bees in the process of making honey.



Reading

Section Overview



To further improve your reading skills, you are given a variety of reading activities here below. The title of your reading passage is **“The Importance of Honey”**. As usual, first, you have a pre-reading activity. You will answer the three questions using your background knowledge. This will help you develop interest to read the passage and predict what the whole passage is about. Second, you have questions given in the form of multiple-choice that you answer while reading the passage. This is important for you to assess your level of understanding the ideas discussed in the passage. Finally, you have a post-reading activity which enables you to associate the facts you have understood from the passage with your own day-to-day life.

Section Learning Outcomes

After completing the reading activities under this section, you are expected to be able to:

- ⌘ read books, factual articles, magazines, etc., analyze their themes or other essential features and personalize the information into your life
- ⌘ use the newly learnt words in your communications

5.3 Reading**Activity 5.5**

Instructions: Before you read the passage, think and find answers to the questions given here below.

1. Do you have a possibility to get honey as part of your diet at your house?
2. Do you remember any occasion that you have relieved from different health-related problems and got improvement after eating honey?
3. List down the benefits of honey to human health from what you have heard from others or you have read

**Activity 5.6**

Instructions: Read the passage given below silently and answer the questions that follow it by choosing the correct answer among the possible alternatives given based on the information contained in it.

The importance of Honey

1. Albert Einstein once said, “**The day bees vanish from earth... man will go not long after**”. In addition to their contributions in adjusting the environment to human beings, the sweetest product that they produce, honey, has nutritional, cosmetic, therapeutic, and industrial values. It is one of the most appreciated, valued and utilized natural sweetening products introduced to humankind since ancient times. It has been approved as a balanced diet and equally popular for males and females in all ages. The main composition of honey is carbohydrates that contribute 95–97% of its dry weight. Furthermore, honey includes main compounds, such as proteins, vitamins, amino acids, minerals and organic acids. Pure honey also consists of fructose and glucose which are the most important sugars of honey and contribute to its most nutritional and physical effects. One of its surprising properties of honey is that it does not need refrigeration as it can never **spoils** and thus it can be stored in closed containers at room temperature in a dry place. It is used not only as a nutritional product but also as an alternative treatment for clinical conditions ranging from wound healing to cancer treatment. Nowadays, information on the usage of honey for the cure of many human diseases can be found in magazines, journals and leaflets.

2. Few of its benefits in the area of human health are discussed as follows: Honey has an absorbing property and speeds up the growth of tissue; as a result, wounds heal faster and rid of its **stench**. The other use of honey is to stop or control burns and **inflammation** of the eye. Inflammation has the main key role in developing chronic diseases including cancer, cardiovascular diseases, diabetes, and arthritis diseases which possess a huge challenge for treatment. With massively compelling evidence of the role played by nutritional modulation in preventing inflammation-related diseases, honey is a natural and functional food with its **therapeutic** and preventive actions.
3. Honey can also facilitate digestion by stimulating the secretion of gastric juice. It is particularly effective as **laxative** because it eases the bowels. It helps as remedy for gastritis and gastric ulcers by reducing hyperacidity. It can save patients from **heartburn** and belching. It can get rid of winds and improves appetite. Studies have proved that honey has observable and measurable effect on the heart. As it has much easily **assimilated** glucose. The muscles of the heart work continuously and need glucose in order to make up the energy expended. People with colds are advised to take honey with warm milk or lemon. It causes the patient to sweat a great deal and relieves her/him of pain. It also helps in treating a **runny nose**, get rid of sputum and soothing a cough.
4. The other medical use of honey is its application as a cure for kidney. It speeds up urination and gives relief when there is a problem to piss. People suffering from exhaustion and headache are advised to drink a glass of water in which honey and lemon juice are mixed. It also helps in improving memory and sharpening **wits**. Studies conducted on the health benefits of honey inform us that those people, who regularly add honey to their food, generate different amazing ideas and are propeller thinkers. Modern experiments and observations reveal that there is every reason to consider honey as a remedy. It **owes** its curative properties mainly to the glucose it contains. Dentists have no doubts about the harmful effects of sugar on the teeth. It has been established that the remains of sugar in the mouth break down under the effect of bacteria to form an acid. As a result, the teeth become affected with carries. Honey, on the other hand, reacts against the harmful bacteria due to its antibiotic properties and **disinfects** them and makes both the teeth and mouth healthy. Furthermore, research has confirmed that children like honey better than sugar. Therefore, parents should try their best to include honey as a major item in their children's diet.

1. According to Einstein's view,
 - A. The existence of honey bees determines human existence.
 - B. Bees exist in this world as long as humans exist in life.
 - C. Human is the first enemy to bees who loots the natural product of bees, honey.
 - D. Bees vanish if human beings continuously take away their product without taking care.
2. Which of the following sentence is **incorrect** according to the passage?
 - A. Honey can be used in industries to manufacture different products.
 - B. There are other better sweetening products than honey in our world.
 - C. Honey is free from acids so that we can use it as natural medicine to heal our gastritis.
 - D. As you eat honey, you need to clean you teeth to protect them from bacterial infection.
3. Honey can never be _____ if you put it into a container with lid in a room temperature.
 - A. nutritinal
 - B. spoilt
 - C. disinfectant
 - D. assimilated
4. Which one of the following statements describes the benefit of honey?
 - A. It is medically valuable due to the glucose and fructose it contains.
 - B. It can help to control the fluid that comes out from your nose due to cold.
 - C. The contribution of honey to cure diseases is due to the different elements in it.
 - D. It is unadvisable for females to take honey after they are aged.
5. Honey has an important contribution to _____.
 - A. making your brain think better
 - B. increasing the frequency of fart
 - C. reducing the problem of sneezing
 - D. increasing the dryness of the bowels



Activity 5.7

Instructions: Be in pairs and answer the following questions.

1. How can honey avoid the stench of a wound?
2. Discuss how the glucose in honey can help the function of heart.

5.4 Vocabulary

Section Overview



The purpose of this section is to enable you to learn the meaning of words using the strategy known as contextualization. You identify the sentence that has carried the word you need to learn and then you will examine how it is used and decide its meaning. To such an end, you are given a list of words that are taken from the passage and written on the left-hand side and match them with their meanings given on the right-hand side.

Section Learning Outcome

At the end of these lessons, you are expected to be able to:

⌘ use the newly learnt words in your communications



Activity 5.8

Instructions: The words on the left-hand side are taken from the above passage. Match them with their contextual meanings given at the right hand side

	"A"	"B"
_____	1. spoils (par 1, line 13)	A. to destroy or ruin the quality or value
_____	2. stench (par 2, line 3)	B. make free from bacteria
_____	3. inflammation (par 2, line 4)	C. intelligence or quickness of the mind
_____	4 therapeutic (par 2, line 9)	D. having bad smell
_____	5. laxative (par 3, line 2)	E. having medical value
_____	6. heartburn (par 3, line 4)	F. medicine that causes the bowel empty
_____	7. wits (par 4, line 5)	G. pain caused by indigestion
_____	8. disinfectants (par 4, line 14)	H. part of the body where there is swelling and pain

Word Formation

Section Overview



Under this section, you are going to learn how to form words using the process of blending and clipping. You are given about twelve blended words, that is, words made up of two words and you will find their clipped form from a dictionary. Next, you will make a sentence using each of them. Finally, you will make your own meaningful sentence using each of them.

Section Learning Outcome

At the end of these lessons, you are expected to be able to:

- ⌘ use the words formed by means of clipping and blending in the sentences that you construct for different communicative purposes



Self-checking Activity 5.9

Instructions: Find out the clipped words from the blended words given on the left hand side in the table below using a dictionary

	Blended Word	Clipped Word
1	advertisement	ad
2	alligator	
3	examination	
4	gasoline	
5	gymnasium	
6	influenza	
7	laboratory	
8	mathematics	
9	telephone	
10	refrigerator	
11	university	
12	professor	



Activity 5.10

Instructions: Refer to any book that discusses word formation in English, define what word blending and clipping are and then write as many of such words as you can. Finally, write your own sentences using each of them. The first one is done as an example for you.

Example: The word “advertisement” is a blended form and “ad” is clipped

The **advertisement** or **ad** that I watched last night on television motivated me to buy the new television.



Short Note:

Blended words are formed when two or more words are combined and one of them, usually the suffix is detachable and can give a full meaning while clipped

5.4.1 Phrasal Verbs

Section Overview



As in the preceding units, here also you are going to learn the meaning and use of the phrasal verbs such as: "get together", "get up", "give away", "give in", "give out", "give up", "go about", "go after", "go ahead", "go along with"

You first look up their meanings from a dictionary, study them carefully and construct sentences using them. In the end, you have short text in which the above phrasal verbs are written in bold. You read the text and work out their contextual meanings.

Section Learning Outcome

At the end of these lessons, you are expected to be able to:

- ⌘ apply phrasal verbs that are attached to the verb "get" and "give" in your spoken and written communications

Instructions: Look up the meaning of each phrasal verb listed above and practise using them in your own meaningful sentences.



Self-checking Activity 5.11

Instructions: Read the short text given below and work out the contextual meanings of the phrasal verbs written in bold.

Students in some schools are used to celebrating a **get together** party when they meet in the school for the new academic year. On the day they celebrate this event, most students **get up** from their bed early in the morning since they want to prepare themselves properly for the celebration. In some schools, the management bodies have not been encouraging such celebrations as they have the belief that this type of celebration may not include those students from economically weak families. They are of the view that such students may not have money to contribute to the successful undertakings of the event. Nowadays, however, since almost all school managements have come to

recognize it as an important culture that has lots of positive contributions in enhancing the cooperative skills of the students, they are **giving in** and even in some schools, they are supporting them materially and financially to motivate students to **go ahead** with the tradition.

5.5 Grammar

Section Learning Overview



In this section, you will learn how simple present active voice sentences are converted into passive form and the vice-versa. Accordingly, first, you will read the short text in which different passive sentences are bolded and underlined. Second, examine how they are used by referring to your background knowledge. Third, you will have a study note which gives you an explanation on the use of passive voice. Finally, you will have an activity which requires you to convert different active voice sentences into passive voice. The next grammar lesson is on subject-verb agreement. To learn this lesson, you are provided with a variety of activities accompanied by study notes. Lastly, you will learn how to use the verbs “**do**” and “**make**” through your own self-learning strategy.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ practise further using present simple tense both in active and passive voice form in your communications
- ⌘ construct correct sentences in which the subject and verb are well agreed
- ⌘ differentiate the use of “make” and “do” and use them in your own sentences correctly

5.5.1 Simple Present Active and Passive Sentences



Activity 5.12

Instructions: Look at the underlined passive verbs in the text given below and examine how simple present tense passive voices are used and write the patterns of the verbs.

Creativity is producing something new, relevant and useful to the person or people who created the product within their own social context. Creativity can also be used to propose new solutions to problems

in different contexts, communities or countries. An example of this is the improvements achieved in the areas of different technological innovations that have made significant contributions to changing the lives of people. Some people **are heard** that creativity is a gift only to certain individuals. However, subsequent studies show that those individuals who have created new things and changed the world are not necessarily with special gifts. They have created new things and solved the problem of people as they have already been seriously engaged into an activity which has its own goal and mission and always have been struggling to solve problems that hover around them. This means, creativity mainly has to do with strength, patience and goal-oriented efforts. People begin to create when their brain **is occupied** with different questions that need investigations and answers. If we examine different improvements that **are made** on different areas of human advancement, all of them **are connected** with human inquisitive mind. Imagine that people could arrive at the present stage of development due to their nail-biting struggles which have been carried out for ages.

Note on Passive Voice

In passive sentences, the subject becomes object and the object becomes subject. This voice is used when the writer or the speaker has more interest in the object of the sentence. Most teachers in schools, colleges or universities do not like passive voice on students' writing with the view that it is incapable of giving strong and clear meaning to the reader. As a result, they often advise students to frequently use active voice in producing a variety of academic pieces of work unless situations force them. Nevertheless, describing processes, analyzing different ideas or events needs the use of passive voice though still limiting the frequency is important.

Simple present passive voice is formed with the object of the sentence, auxiliary verbs in verb to be form (am/ is/are + past participle) form of the main verb

Example:

1. The president (**subject**) always makes inspiring speech (**object**) to the meeting participants. (active voice)

An inspiring speech is always made to the meeting participants by the president. (passive voice)

2. The students (**subject**) always write their homework (**object**) in this room. (active)

Their homework is always written in this room (passive voice)



Activity 5.13

Instructions: One of the uses of the passive voice is to describe different processes. Now, look at how the process of making Ethiopian coffee is described in the paragraph given below and then describe the processes of making any sort of Ethiopian traditional dish or drink

Ethiopian traditional coffee is **appreciated** and **adored** by many foreigners. They admire not only the flavour of the coffee but also the process involved in making it. To prepare the coffee and celebrate the ceremony, passing through the following process is common almost within all Ethiopian cultures. First, any unwanted impurities are **removed** and the neat coffee beans are **separated off**. These beans are washed with both hands until the covering of each bean is **removed** repeatedly. Having done this, they are put on a flat iron plate and **roasted** on a charcoal stove or on a traditional oven until the colour of the beans turns to dark brown. Then, the pan is **taken off** from the stove and **put** on the ground. In the meantime, water is **added** into a clay pot and **put** on the stove or oven. While the water is boiling, the roasted beans are **pounded** until they are **converted** into soft flour. Then the powder of the coffee is **added** to the coffee pot and boils until the right fragrance comes out from the pot. Finally, the coffee pot is **taken off** and kept on the ground until the impurities decant. Before the coffee is served, it is common to spread green grass around the coffee table, smoke incense and roast popcorn. Finally, the coffee is poured into cups and served.

I. Passive Voice with Modal Auxiliary Verbs

When you convert active sentences with modal verbs (**can/may/might/should/has (have) to/ had to/ ought to/ used to/ need to**) to passive form, the structure of the sentence is object form of the sentence+ modal verb+ "be"+ past participle (verb3)

Example

- A. People can learn the English language outside the classroom.(active)
- B. The English language **can be learned** outside the classroom. (passive)
- A You may take this medicine before meal (active)
- B. This medicine **may be taken** before meal. (passive)
- A. We should finish this chapter before the exam.(active)
- B. This chapter **should be finished** before the exam.(passive)
- A. We must eat balanced diet to live healthily (active)
- B: Balanced diet **must be eaten** to live healthily. (passive) Or
To live healthily, balanced diet **must be eaten**.

**Self-checking Activity 5.14**

Instructions: *Convert the following sentences into passive form and cross-check your answers against those given at the end of this unit.*

1. Most people speak their native language to freely express their ideas.
2. People speak English everywhere in the world.
3. I have not seen such type of a lion so far.
4. You ought to take photographs before you leave.
5. Our father does not let us watch films.
6. We had better do our homework before we leave for playing.
7. Students need to carry information into their cell phones.
8. Neither of the children draws this picture.
9. Experiments prove scientific discoveries.
10. The smoke fills the room every morning.
11. The students have been reading their notes in the library for an hour.

Subject-verb Agreement**Activity 5.15**

Instructions: *Read the short text given below and examine how the subject has agreed with each verb and finally write different rules*

Cooperation is one of the skills important for the twenty-five century success in life. Either your activities in schools or interactions in your family need cooperation and working collectively. Everyone in this world has their own limitations and thus each limitation is covered by someone else who has affiliation with him or her. One of the examples we can cite as an example is group or pair work that students undergo in learning different lessons in schools or universities. Working in groups, together with personal effort, has always been proved that it is an excellent way of learning anything new. Not only cooperation but also creativity and flexibility are other skills that are essentially required to keep oneself abreast of the time. Here what should be capitalized is that not simply the creative skills of a person, but also her/his flexibility in learning from others and improving oneself from time to time is of great importance. The other worth mentioning point is that if you decide to develop these skills, it is important to do small scale pieces of research

and commit yourself to the goal you have already set. In this case, courage and determination not to give up hope plays a significant role in taking you to the world of success.



Short Notes

1. Subjects and verbs must agree in number. If the subject is singular, the verb must be singular and the vice versa.

Example

- A. One of the employees expressed her satisfaction with her job. She is currently in a managerial role at the organization.
 - B. Two of the employees expressed their satisfaction with their jobs. They are currently in a managerial role at the organization.
3. The expressions "one of", "either of", "neither of", etc., are often followed by a plural countable noun and singular verb but when there is a relative pronoun (who/that/ whom...) the verb agrees with noun that precedes the relative word (antecedent)

Example

- A. One of the pressing problems of the day is sustaining the unity of the country.
 - B. One of the problems which ring in the mind of most Ethiopians these days are sustaining the unity of the country.
3. When two subjects are compounded by "together with", "along with", "as well as", "in addition", "including", "with"), the verb usually agrees with the first subject

Example: The prime Minister, together with his military officers has visited the war zone in the northeast part of the country.

4. When a compound subject contains both a singular and a plural noun or pronoun joined by "either-or" or "neither-nor", the verb should agree with the part of the subject that is closer to the verb.

Example

- A. Either the children or their father has not yet arrived home.
 - B. Neither their father nor the children have yet arrived home.
3. Words before prepositions determine the verb, that is, to use either singular or plural verb

Example: The titles in this book are written in question form.

1. Non-count nouns often take singular verb but when they are preceded by phrasal quantifiers such as a piece of, an item of, a slice of, a bar of, the verb agrees with them

Example

- A. The slices of bread have been on the dining table.

B. The items of information you have collected from non-trustworthy media are dangerous in disturbing the people.



checking Activity 5.16

Instructions: *Underline the correct verb from the alternatives given in parentheses to complete each sentence.*

1. A ream of duplicating paper and a tube of ink _____ (cost/ costs) four-hundred Ethiopian Birr.
2. A pair of green socks _____ (is hanging/are hanging) from the back of the car.
3. Either the meat on the table or the eggs in the basket _____ (smell /smells) fresh.
4. One of the guests who _____ (have arrived/has arrived) late (is/are) Lemma.
5. The director, together with some of the teachers, _____ (are/ is) visiting the staff member admitted to a hospital.
6. All students, except Sophia, _____ (do not take/does not take) alcohol.
7. Quite unfortunately, fifty per cent of these materials _____ (come/comes) from China.
8. The number of questions that he would set _____ (need to/ needs) to be limited to ten.
9. Neither of your opinions _____ (are/is) reasonable to change our attitude towards the reconciliation.
- 10 None of the direction lights of my car _____ (has/ required have required) maintenance.

5.5.2 Using “do” and “make”

Sometimes it is difficult to use the verbs “**do**” and “**make**” with the correct noun for most of our students. The only thing you should do is to study the list of words that are followed by both verbs and use them in your different communication settings correctly when/ where they are necessary.



Activity 5.17

Instructions: Put either “ make ” or “do” before the nouns given here below. Example: do your best, business, the cleaning, a course and make an occasion, arrangement, attempt, change, comment

- | | |
|-----------------|-----------------|
| ——1. occasion | ——12. gesture |
| ——2. impression | ——13. business |
| ——3. effort | ——14. damage |
| ——4. comment | ——15. noise |
| ——5. offer | ——16. progress |
| ——6. gardening | ——17. degree |
| ——7. demand | ——18. .homework |
| ——8. duty | ——19. .movement |
| ——9. a course | ——20. guess |
| ——10. Change | |
| ——11. attempt | |



Writing

Section Overview



This section attempts to help you learn about writing a topic sentence for a paragraph. To this effect, first, you are provided with a study note that helps you get further information about a topic sentence and its purpose. Then, there are activities that allow you to write a topic sentence for each incomplete paragraph.

Section Learning Outcomes

At the end of these lessons, you are expected to be able to:

- ⌘ write an appropriate topic sentence for the paragraph you develop

Writing a Topic Sentence for a paragraph

Now, hopefully, you have clear idea about a topic sentence. It is a sentence which carries the main idea of the whole paragraph. It can be placed at the beginning, in the middle or at the end of a paragraph. For beginner writers, however, it is advisable to put it initially for it guides them as to how they add sentences that provide supportive details. When you write a topic sentence to your paragraph, first think the main idea that you want to convey to your audience then write it in

such a way that it draws the attention of the reader to further read the paragraph. Note that once if you are able to write a good topic sentence, it is not that much difficult to add up many more sentences that give further information about the title.

For further clarity, look at the topic sentence in the following paragraph.

Haile Gebresillassie

Haile Gebresillassie is one of Ethiopia's most famous long distance runners. Many people call him the best long distance runner ever. He was born in 1973 in Assela, Arsi Zone, Oromia Regional State, Ethiopia. He had to turn to 10kms to and from school every morning and even now he runs with his left arm bent as if holding school books. He was one of the ten



children and his father wanted Haile to be a farmer but when he was thirteen, he competed in his first race. By the 1990s, he was taking part in international races. His achievements are great. He has broken 26 world records both indoors and out, won two Olympic 10,000 meters gold medals and four world outdoor and three indoor 10,000 meters titles. He moved to road running in the latter part of his career. In September 2008, at the age of 35, he won the Berlin Marathon with a world record time of 2:03:59, breaking his own world record by 27 seconds. Haile is so famous that he starred as himself in an American film called "Endurance". He loves running and hopes he can continue running or jogging all his life.



Self-checking Activities 5.18

Instructions: Read the paragraphs given below and write out a clear topic sentence for each of them.

1.

_____. However, it is an overwhelming defeat and humiliation for Italians' Army. On the first day of March, 124 years ago, traditional warriors, farmers and pastoralists and women defeated a well-armed Italian army in the northern town of Adwa in Ethiopia. The town of Adwa is located in Northern Tigray, closer to the southern border of Eritrea. The battle between Ethiopia and Italy took place in the mountainous terrain of the area. The outcome of this battle ensured Ethiopia's independence, making it the only

African country never to be colonized. Adwa turned Ethiopia into a symbol of freedom for black people globally. It also led to a change of government in Italy. Adwa still stands as witness to what ordinary Africans can do when they come together as farmers, pastoralists, women and rural people, workers and artists.

2.

_____. Not at all. We all activity limited students can do better than others in the class. You know, what matters is not your activity limitation but what you do about it. If you work hard, you will be what you want to be. That is the way I see things. A blind person can do anything she/he wishes though confronting the challenges needs much more effort than others. In conclusion, I have the belief that the fate of the activity-limited person is in the hands of her/himself.

3.

_____.
The common ones are lorries, pack animals, buses, cars, trains and airplanes. Farmers transport produces to urban people by donkeys or horses and they also buy goods from towns and take them to their destination using these animals. Of course, these days, since modern roads have been built in several parts of the country, people use cars as meanses of transportation. Transport promotes trade and contributes to the healthy economic growth. Ethiopia's means of transportation are not only limited to the ground it also uses air and sea transport to export and import different goods which are important for different purposes.

4.

_____. Catherine Ndreba's success is also very surprising to many of the sport loving community. She started running at school where she had to train before and after class. After leaving school, she joined the prison service, which allowed her to continue training and running races and it was there that she met her husband. She began her international career in 1995 and the following year won eight out of her thirteen international races. In 1997, took time off to have a baby but she has been running ever since and has achieved even greater international success. In 2000 and 201, she won both the Boston and the Chicago Marathons and set a new world Marathon record. In the 2004 Olympics, she won a silver medal and in the world championships she won gold in 2003 and silver two years later. Ndreba says she owes much of her success to her husband who has supported her throughout the career and has taken much of the responsibility for looking after their children.



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit one. Read each of them and put a tick (☑) against “Yes” or “No”

No	Descriptions	Yes	No
1	I can listen to an expository (texts that talk about facts) , take important notes from spoken sources and analyse their theme or main idea in my own words..		
2	I can describe different process that involve in doing something in my own sentences.		
3	I can read any short factual text and find out the theme or main idea.		
	I can explain the benefits of honey for human beings.		
4	I can use the words that I learnt in units one to five in my day-to-day communications when and where they are required.		
5	I can use the words formed by clipping and blending correctly in my own sentences.		
8	I can use the phrasal verbs connected to the verbs “get” and “give” correctly in different communicative situations..		
9	I can correctly use the words” make” and “do” in different sentences correctly.		
10	I can use simple present active and passive sentences correctly for different purposes.		
11	I can use different modal verbs correctly for different purposes		
12	I can construct sentences which meet the rule of subject and verb agreement in English.		
13	I can write a correct topic sentence for a paragraph..		

THE END



Answer Keys

Unit 1



Activity 1.3

Suggested Answers:

- 1 governments need to work hard in engaging the people into different pieces of work to think the influence of uncontrolled population growth.
- 2 motivating the people to largely engage themselves into the family planning scheme, educating the people not to degrade their environment etc.



Activity 1.8

- 1 A 2 E 3 F 4 D 5 C 6 B



Activity 1.9

- 1 leading life at minimal level
- 2 making worse/aggravate
- 3 preparing the land to grow crops
- 4 considerable; important
- 5 causing harm or injury
- 6 interfering



Activity 1.12

Suggested Answers:

incomplete = not complete
 overused = excessively used
 indispensable = important
 misspelt = wrongly spelt
 impossible = not possible

irrelevant = not relevant
 preplan = before planning
 unthinkable = not thinkable
 disconnected = not connected



Activity 1.14

- | | |
|----------------------------------|--|
| 1. changed into pieces | 7. inculcate (print) something into someone's mind |
| 2. upset/frustrate | 8. accepting untruth statements |
| 3. retreat | 9. detached from something |
| 4. use another option | 10. came out from unclosed thing |
| 5. showing insufficient progress | 11. quarrel |
| 6. come down to ground | 12. was unsuccessful |



Activity 1.18

Answers

- | | |
|----------------------------|----------------------------|
| 1 the most important | 6 most challenging |
| 2 as carefully as possible | 7 less/faster |
| 3 more attention | 8 better |
| 4 as regularly as possible | 9 as regularly as possible |
| 5 the more/the better | |



Activity 1.19

- | | |
|--------------------------|----------------------|
| 1 the most essential | 4 better |
| 2 the most prosperous | 5 the most difficult |
| 3 more important/as many | 6 lesser |



Activity 1.20

Make sure that there are different ways to differentiate the meaning of each paired sentence. Therefore, read repeatedly and find out sensible answers and give to your students at the end of their attempt. The first one is done as an example for you.

Most of us are inhabited to talking about others' weaknesses but up to the present time we do not have information about our own weakness.



Activity 1.21/

- 1 cleans/has not yet cleaned
- 2 love/think/leave /have never seen
- 3 ever have had/show



Activity 1.23

- | | | | |
|---------|---------|---------|------------|
| 1 where | 3 whom | 5 which | 7 whom |
| 2 that | 4 whose | 6 whose | 8 wherever |



Activity 1.24

Answers (Alternative answers with sound reason are acceptable)

- | | |
|------------------------------|-------------------|
| 1 ought | 6 suggest |
| 2 ought to/should | 7 should |
| 3 should | 8 should/ought to |
| 4 should/had better | 9 ought |
| 5 should/ought to/had better | 10 should |



Activity 1.25

- | | | |
|-----------|---------------|-----------|
| 1 because | 3 for example | 5 however |
| 2 If | 4 moreover | |

Unit Two

Suggested Answers



Activity 2.4xx

- | | | | |
|------|------|------|------|
| 1. A | 3. D | 5. E | 7. H |
| 2. B | 4. C | 6. F | 8. G |



Activity 2.5 xy

- | | | |
|--------|--------|--------|
| 1 hate | 3 peak | 5 soon |
| 2 seat | 4 raid | |



Activity 2.5

- | | | |
|--------|-----------|-----------------|
| 1 left | 3 cross | 5 talk/converse |
| 2 stop | 4 warning | |



Activity 2.7

- 1 paragraph 3
- 2 paragraph 1
- 3 paragraph 2
- 4 because the beliefs, attitudes and values of a traveler influence her/his travel behaviors and the vice-versa]



Activity 2.9

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 B | 2 E | 3 D | 4 C | 5 A |
|-----|-----|-----|-----|-----|



Self checking Activity 2.1

- 1 *mutually beneficial*
- 2 *decide before hand*
- 3 *travelers on foot*
- 4 *great or huge in number*
- 5 *part of the road for pedestrians*
- 6 *a thief who steals from pocket/
purses*



Activity 2.10

- | | | | | |
|---------------------|-------------------|-------------------|--------------------------|-----------------------|
| 1 <i>fill up</i> | 3 <i>fill out</i> | 5 <i>find out</i> | 7 <i>flipped out</i> | 9 <i>follow up</i> |
| 2 <i>fill me in</i> | 4 <i>fill up</i> | 6 <i>fix up</i> | 8 <i>floating around</i> | 10 <i>full around</i> |



Activity 2.13

Answers

- | | |
|-------------------|---------------------------|
| 1 <i>simple</i> | 3 <i>complex</i> |
| 2 <i>compound</i> | 4 <i>compound-complex</i> |

Unit Three



Activity 3.2

Answers for the blank spaces in the above listening passage

- | | | | | |
|--------------------|--------------------|---------------------|----------------------|--------------------|
| 1 <i>success</i> | 3 <i>benefits</i> | 5 <i>head start</i> | 7 <i>stamina</i> | 9 <i>inculcate</i> |
| 2 <i>milestone</i> | 4 <i>integrity</i> | 6 <i>crest</i> | 8 <i>disciplined</i> | |



Activity 3.3

Suggested Answers:

- 1 *Under most circumstances, our culture does not give due attention to proper time utilization.*
- 2 *parag 1: Punctuality is a respect we have had for any sort of task we are expected to accomplish*
parag 2: The benefits of punctuality in students' life especially when they are in learning institutions.
parag 3 :The benefits of punctuality in students overall life.



Activity 3.4

1 charity

2 discover

3 fire



Activity 3.5

No close-ended answer to the spaces in the dialogue but if “**believe**” is used, the idea or the view is supported by evidence, “**think**” is to express opinions and “**know**” is to express the information we have had in our mind



Activity 3.7

1 so has mine

3 neither do I

5 so does Hana

2 so does is my father

4 neither does mine



Activity 3.9

1 not to delay___ promptitude

2 old way of saying___ platitude

3 overlook or make something less important___ undermined

4 highly important___ milestone

5 connected or linked to___ alignment



Activity 3.10

1 level-headed___ giving fair decision

2 conscious___ being aware of the situation or surrounding

3 procrastination___ not respecting time of an appointment

4 stamina_____ enduring strength and energy



Activity 3.11

I. Noun to Verb

No	Noun	Verb	No	Noun	Verb
1	advice	advise	5	repetition	repeat
2	report	report	6	production/produce	produce
3	examination	examine	7	clarification	clarify
4	revision	revise	8	maintenance	maintain

II. Adjective to Verb

No	Adjective	Verb
1	pronounceable	pronounce
2	maximum	maximize
3	sensitive	sensitize
4	reasonable	reason

III. Adjective to Noun

No	Adjective	Noun
1	dangerous	danger
2	childish	children
3	national	nationalization
4	confident	confidence

5	definitional	define	5	functional	function
---	--------------	--------	---	------------	----------



Activity 3.12

NB: The bolded words in the parentheses are suggested answers

Instructions: Fill in the blank space with the correct form of the word given in parentheses

1. Currently, the biggest____(**national**/nationalism) issue is protecting the country from terrorism and foreign invasions.
2. _____(confidential/**Confident**) people always talk freely what they feel wherever they go.
3. Ato Forsido is good at reasoning when he argues with people but sometimes he shows_____(child/**childish**) behavior that is not expected of him.
4. Tufa is expected to _____(reporting/**report**) the performance of the company with_____(**reasonable**/reasoning) data ahead of the next week meeting.
5. Our English teacher asked us some English letters that are not easily _____(**pronounceable**/pronunciation) for most Ethiopian students on the final____(**examination**/examine)
6. I could pronounce the word “antidisestablishmentarianism” after a long process of _____(**repetitive**/repeated) trial-and-error.
7. The chairperson finally figured out that _____(**maximizing**/maximize) the number of participants in the meeting can be ____ (danger/**dangerous**) as the chance to catch COVID 19 is still high.
8. The newly installed duplication machine has not yet been_____(function/**functioning**), so we should look for another one.



Activity 3.13

Answers (The suggested answers are given into the parentheses)

1. Most government employees could not **get on by** their own monthly salary, so they are seen running here and there to get a par time job. (lead life self-sufficiently)
2. When the discussions in a meeting are boring and disorganized, I often prefer to **get away** as my anger grows faster and faster. (leave the place)
3. When I began to write my essay, no idea could come to my mind. Nevertheless, I decided **to get along** until essential ideas came to my mind.(continue with patience)
4. I have the belief that he has been my closest and intimate friend

but currently he is attempting to attack me in a hidden way. I did not want to take a revenge though it is easy to **get back at him** (respond equivalently)

5. I have a plan to write his biography but due to time constraints, I have not yet made it practical. This year, however, after passing through different ups and downs, I **got around to** it. (made it practical)
6. Now, it is difficult to discuss the matter with you as I am busy with a variety of activities. Hopefully, I will **get back to** you next week. (meet again)
7. We have given them repetitive supports but still they could not **get behind** their theses. (complete on time)
8. If you want to improve your writing skill, the first thing expected from you is to **get ideas down** on a sheet of paper as they are. It will be improved after continuous editing and reviewing. (write it in black and white on a sheet of paper)



Activity 3.14

- | | | | | |
|-------------|-------------------|----------|---------|---------|
| 1 How often | 3 ago | 5 after | 7 while | 9 often |
| 2 seldom | 4 for a long time | 6 before | 8 until | 10 when |



Activity 3.15

1. The artist's lovely speech that he delivered in a **lovely manner** in the new stadium inspired many citizens to join the army and protect the country from humiliation and fragmentation.
2. I was to punish him but I changed my mind when he approached me in a **friendly way**.
3. He speaks English **like** native speakers. Has he ever lived in English speaking countries?
4. It is good to listen to them **patiently** when people speak to you **angrily**.
5. Yesterday I was not happy with your work but today you have done it **well**.
6. Ribka studied all the subjects so **hard** that she stood first among all grade ten students.
7. His report reached me **late**, so I could not read it **deeply** and give comment on it.
8. Lazy students always arrive at schools **late**. One of the reasons might be their problem to wake up from their bed early.
9. Why do some people want to behave **as if** they were the only

people to decide on others' life?

- 10** Though Kolcha gave me his brotherly advice in a **brotherly way**, there are things that he has not taken into consideration.



Activity 3.16

Answer

No	adjective	Adverb	No	adjective	Adverb
1	slow	slowly	9	noisy	noisily
2	sad	sadly	10	good	well
3	loving	lovingly	11	hard	hard
4	loud	loudly	12	late	late
5	soft	softly	13	fast	fast
6	cozy	cozily	14	straight	straight
7	angry	angrily	15	surprise	surprisingly
8	hasty	hastily			



self test Activity 3.20

Answers (given in brackets)

- 1 It is a good habit to read the instructions of each activity _____ you begin to do any activity. (before)
- 2 The man likes to give answers _____ the spot; he does not like to backbite people in their absence. (on)
- 3 She is backward _____ her studies. (in)
- 4 Do you believe _____ diversity? (in)
- 5 Guess what I have _____ my hand? (in)
- 6 _____ the whole, what you have done is important for our future work. (On)
- 7 You should save some money _____ condition that you get sick unexpectedly.
- 8 _____ principle, work is life. (In/On)
- 9 Reading is a language skill that enables you to accumulate knowledge. Writing, _____ the other hand, is a language skill that enables you display the amount of knowledge you have stored. (on)

- 10 _____you give opinions, it is highly important to think twice. (Before)
- 11 If a man succeeds _____achieving something, some people say that there is a woman _____him. In my opinion, however, she is in front of him or at side of him. (in)
- 12 When I drive to Addis, my colleague was _____me. After a while, however, he disappeared for unknown reason.(ahead of)
- 13 One of my friends has written an excellent book _____the title "Qualities expected from Modern Humans" (on)
- 14 Koticha is _____the time. He told us a year ago that the present evets would emerge as social problems. (ahead of)

Unit Five



Activity 5.2

- 1 False 2 False 3 True 4 True 5 False



Activity 5.5

- 1 A 2 B 3 B 4 B 5 A



Activity 5.7

- 1 A 3 H 5 F 7 C
2 D 4 E 6 G 8 B



Self Test Activity 5.8

	Blended Word	Clipped Word		Blended Word	Clipped Word
1	advertisement	ad	7	laboratory	lab
2	alligator	algae	8	mathematics	math
3	examination	exam	9	telephone	phone
4	gasoline	gas	10	refrigerator	fridge
5	gymnasium	gym	11	university	varsity
6	influenza	flue	12	professor	prof



self test activity 5.10

- 1 a small informal social gathering
- 2 stop sleeping and arouse from the bed
- 3 cease to stop
- 4 proceed/continue



self test activity 5.13

1. People speak English everywhere in the world.
English is spoken everywhere in the world.
2. I have not seen such type of a lion so far.
Such type of a lion has never been seen so far (by me)
3. You ought to take photographs before you live.
Photographs ought to be taken before you leave.
4. Our father does not let us watch films.
We are not allowed to watch films (by our father)
Or: Films are not allowed to be watched.
5. We had better do our homework before we leave for playing.
Our homework had better been done before we leave.
6. Students need to upload information into their cell phone.
Information needs to be uploaded into the students' cellphone.
7. Neither of the children draws this picture.
This picture is drawn by nether of the students
8. Experiments prove scientific discoveries.
Scientific discoveries are proved by experiments.
9. The smoke fills the room every morning.
The room is filled with smoke every morning.
10. The students have been reading their notes in the library for an hour.
Their notes have been being read in the library for an hour



Self test activity 5.15

- 1 A ream of duplicating paper and a tube of ink _____(cost/**costs**) four-hundred Ethiopian birr.
- 2 A pair of green socks _____(**is hanging**/are hanging) from the back of the car.
- 3 Either the meat on the table or the eggs in the basket _____(**smell** /smells) fresh.

- 4 One of the guests who _____ (**have arrived**/has arrived) late _____ (**is**/are) Lemma.
- 5 The director, together with some of the teachers, _____ (are/**is**) visiting the staff member admitted to a hospital.
- 6 All students, except Sophia, _____ (**do not take**/does not take) alcohol.
- 7 Quite unfortunately, fifty percent of these materials _____ (come/**comes**) from China.
- 8 The number of questions that he would set _____ (need to/**needs**) to be limited to ten.
- 9 Neither of your opinions (are/**is**) reasonable to change our attitude towards the reconciliation.
- 10 None of the direction lights of my car _____ (**has required** have required) maintenance.

**activity 5.16**

- 1 make occasion
- 2 make impression
- 3 make Effort
- 4 make comment
- 5 make Offer
- 6 do Gardening
- 7 make Demand
- 8 make Duty
- 9 do a course
- 10 make Change
- 11 make attempt
- 12 make gesture
- 13 do business
- 14 make damage
- 15 make noise
- 16 make progress
- 17 do degree
- 18 do homework
- 19 make movement
- 20 make guess

ENGLISH GRADE 10
ASSIGNMENT FOR MODULE ONE
(TO BE SUBMITTED TO THE TUTOR)

Name _____ Reg. No. _____

Address _____ Date _____

Dear learner,

General Directions: This assignment contains five parts. Attempt all of them and write your answers on a separate sheet of paper. Please write neatly and legibly.

Part I: SPEAKING

Directions: Complete the following dialogues using correct, appropriate, and meaningful expressions. (4 points)

1. **Patient:** I have an upset stomach. What should I do?
Doctor: _____.
2. **Girma:** Do you think my mother will be all right?
Meseret: In my view, _____.
3. **Hana:** I visited the Halala Kella park last week..
Mohamed: _____. Wow, I thought as if I were in another advanced country.
4. **Ojulu:** Hassen, I'm crazy about romantic movies; I cannot study my lessons properly. What can you advise me?
Hassen: _____.

Part II: READING COMPREHENSION

Directions: Read the article below entitled, "A Writer" and answer the questions that follow it. (15 points)

Bill Smith was a farmer, a teacher and a dentist before he became a writer of children's books at the age of 60. Now, thirteen years later, he has written more than 80 books. Every day, he goes into his office and writes. In the evening, he gives the work to his wife to read. "She tells me when she doesn't like something," says Bill. "My ten grandchildren don't live near here but they also read my stories and say if they are good or bad." And so Bill has learned what young children want to read.

Bill writes about the life in his village and on the farms near it. His fifth

book is his favorite: The Sheepdog is about a farmer and the dog that helps him. "I have always liked animals," says Bill, "and dogs are so clever, they learn very quickly."

Last year, the book was made into a film with real animals and actors. The filmmakers used the latest computer technology to make people think that the animals are speaking. Bill was very pleased with the film. "Sometimes film-makers change books, but they didn't change mine and I love the film."

Directions: Give short answers to the following questions based on the information in the passage.

1. How many jobs has Bill Smith had?
He has _____ jobs.
2. How old is Bill Smith now?
He is _____ years of age.
3. Who are the readers of the first draft of Bill's books?
_____.
4. What did the filmmakers use to make people think that the animals are speaking?
_____.

Directions: Choose the correct answer and write the letter of your choice on a separate sheet of paper.

1. Which one of the following sentences is false about Bills?
 - A. He started writing a book at his age of 60.
 - B. The place he uses for writing is his office.
 - C. He gives the draft of his book to his wife at night.
 - D. His receives comments from his wife and grand children.
2. Which one of the statements is **correct**?
 - A. Bill always writes only about life in his village and in the farm.
 - B. Bill could learn the needs of children from his grand children.
 - C. Bill does not like films as they present life with exaggeration.
 - D. According to Bill, the farmer has both sheep and dog.
3. The sheepdog is _____
 - A. both a sheep and dog that helps the farmer.
 - B. dog that helps a farmer honestly
 - C. a dog and a farmer who was helping the farmer
 - D. an animal made to speak with modern technology

Directions: Find words from the above passage which have the same meaning as the words or phrases given below.

1. person qualified to treat, extract teeth (paragraph 1) _____
2. preferred (paragraph 2) _____
3. actual, true (paragraph 3) _____
4. happy (paragraph 3) _____

Part III: VOCABULARY FROM THE MODULE

Directions: The following words are taken from your vocabulary lessons, you learnt in unit one to five. Read the incomplete sentences and put the word you think is correct to make each sentence complete. (5 marks)

Pickpocket	degradation	pedestrian	tardy	indispensable
destination	hospitality	therapeutic	wits	substantial

1. The _____ was caught red-handed while he was trying to steal money from a woman with a big bag.
2. Though the point my friend raised was convincing most of us were in doubt as he could not provide us with _____ evidences.
3. Honey has a _____ effect when we have a feeling of heartburn and discomfort in our stomach.
4. Most tourists who come from other countries appreciate the _____ and love Ethiopians have for all human beings. However, it is not clear to me why nowadays we hear a lot of conflicts and murders in almost all corners of the country.
5. When the quality of the soil, water and air decreases, environmental _____ affects the lives of all animals and plants in several ways.
6. Do you really know the famous tourist _____ cities in Ethiopia? I think nowadays they are many in number.
7. We Ethiopians hear war, conflict and displacement here and there. In my opinion, reducing such hardships is not beyond the _____ of the government.
8. If you are a _____ in big cities, you should always walk on the pavement at your left-hand side.
9. The new plan is _____ for the development of our village if every one contributes his/her share towards its implementations.
10. Giving _____ response to any customer is one of the requirements of modern management.

Part IV: Phrasal Verbs

Directions: The following phrasal verbs are commonly used in our everyday communications. Use each of them in your own meaningful sentences. For further understanding, study the examples given below carefully. If you have difficulties to use them, consult your dictionary.

A. go over

I have been suffering from the serious flu but now I am getting over after taking traditional medicine frequently.

B. Pick out

The new book provides you with various alternative strategies on how to write an argumentative essay. Therefore, pick out the one you think is convenient for you and proceed writing your own sensible essay.

1. break in: _____.
2. leave on: _____.
3. give out: _____.
4. log in: _____.
5. point out: _____.

Part V: GRAMMAR

Directions: Choose the correct answer to complete the following sentences. (8 marks)

1. One of my students _____ absent from class today.
A. is B. are C. was D. were
2. You are just _____ tall as your sister.
A. more B. as C. less D. most
3. Sara: _____ do you visit your grandmother?
Martha: Once in a year.
A. When B. How C. Why D. How often
4. The name of the winner _____ announced tomorrow.
A. will B. has been C. is D. will be
5. _____ do you think is the best athlete in Ethiopia?
A. Whose B. Whom C. Who D. Which
6. He always _____ by train.
A. travel B. travelled C. is travelling D. travels
7. I _____ in this profession for five years.
A. was B. have been C. am D. has been
8. Losing at games doesn't matter to some women. Most men, _____, can't stand it
A. moreover B. because C. however D. therefore

Part VI: WRITING

Directions: Read the steps(outlines) given below and describe how the Ethiopian traditional coffee is made in one paragraph. You can write your paragraph using the incomplete example given below or write it in your own way (7 points)

1. Roast the coffee beans on a flat iron pan.
2. Add water into the coffee-pot and put it on a stove or oven to boil
3. Put the coffee beans into a mortar and pound them well until they are converted into tiny powder.
4. Add the grounded coffee -flour to the boiled water in the coffee-pot.
5. Wait until the grounded coffee flour and the water boil well and give you a fragrant smell.
6. Take off the coffee-pot from the stove or oven and keep it on the floor until the drinkable pure coffee and the impurity are separated
7. Pour the purified coffee into cups, serve yourself and others.

To make the Ethiopian traditional coffee,first,_____.

Second,_____.

Third,_____.

Fourth,_____.

Then,_____.

At the last stage, _____.

Directions: Write a narrative paragraph that talks about one of your unforgettable experiences that you think is relevant in giving lesson to others. Try to mention the setting (place and time), the most important events that took place and the major characters involved in the story. You can begin your paragraph like this: (5 marks)

The holiday my friend and I celebrated last time was known as_____
